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ABSTRACT

This sourcebook is intended for postsecondary educators seeking to develop a system that will acknowledge, validate and credit prior learning at their institutions. It provides a systematic, organized approach to the major issues surrounding the implementation of experiential learning assessment. Chapters include: Institutional Philosophy, Faculty, Students, Assessment and Evaluation, Organization and Administration, Institutional Policies and Procedures, Financing, and Other Agencies and Institutions. Each chapter is outlined by questions that provide a framework for describing how other institutions have attempted to respond to major issues, what some of the leading authors in the field have to say about this problem, and the conclusions of the author determined through empirical findings. Numerous institutional program examples, tables and exhibits are included throughout. An annotated Table of Contents assists the reader in locating specific materials for use. Appendices include sample materials from experiential learning programs at Delaware County Community College (Pennsylvania), Lakewood Community College (Minnesota), and Florida International University. (Author/LH)

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Experiential Learning Assessment--A Sourcebook For Postsecondary Institutions

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JC 780 055

VOLUME II

1977

DEDICATION

This project is dedicated to my loving wife, Maureen, whose encouragement, devotion, and sacrifice made this work possible and worthwhile.

ACKNOWLEDGEMENTS

Needless to say, an undertaking of this magnitude requires the cooperation and assistance of many individuals and groups. The contributions of each of the following is hereby recognized and sincerely appreciated:

-- Dr. Douglas F. Libby, Jr., President of Delaware County Community College, and the College's Board of Trustees, who provided not only encouragement but practical assistance through the granting of a sabbatical leave to write the major portion of this work.

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-- The representatives of the Cooperative Assessment of Experiential Learning (CAEL) Board of Trustees who evaluated the total work as it related to the current practice in the field.

-- Drs. Joseph Fordyce, Arnold Fletcher and Virginia Scigliano, whose critical comments, suggestions and directions as members of the Major Applied Research Committee of Nova University refined the proposal and final product.

-- Linda Gray, my administrative secretary, who diligently and laboriously interpreted my handwriting in the typing of all phases of this project.

-- Thomas Macaluso, Professor of English at DCCC, who in addition to editing the final product was most helpful in the early conceptualization of the experiential learning assessment program at DCCC.

PREFACE

In recent years, several new concepts have been introduced into the vocabulary of higher education. Words and phrases that have become synonymous with innovation in higher education are competency based education, non-traditional studies, career education, the time-free degree, open colleges, the external degree, and lifelong learning. In the majority of instances where institutions have embraced any, all, or a segment of these ideas, experiential learning has usually been a key element. "How can we develop a system that will acknowledge, validate and credit prior learning?" is the question in a nutshell. Whether it be establishing an entirely new statewide college or university, e.g. Thomas A. Edison College of New Jersey, or whether it is integrating a program within an established institution, e.g. Delaware County Community College, Media, Pennsylvania, the same basic question would be appropriate.

This project attempts to answer the question quoted above by providing a systematic, organized approach to the major issues that concern institutional representatives considering the implementation aspect of experiential learning assessment.

The "Sourcebook" itself is divided into eight chapters under the following headings: Institutional Philosophy, Faculty, Students, Assessment and Evaluation, Organization and Administration, Institutional Policies and Procedures, Financing, and Other Agencies and Institutions. Each chapter is outlined by questions that provide a framework for describing how other institutions have attempted to respond to major issues, what some of the leading authors in the field have to say about this problem, and what this writer has determined through empirical findings.

You will note that in this ERIC document that only Volumes II and III are included. Volume I deals with the development and evaluation procedures of the "Sourcebook". In essence, it deals with the conceptualization of this book and the two phase evaluation of the book by over 40 practitioners in the field of experiential learning.

INSTRUCTIONS FOR THE USE OF THE "SOURCEBOOK"

The major purpose of this "Sourcebook" is to provide the most up-to-date information available to those interested in establishing a program of experiential learning assessment in their postsecondary institutions.

It is important to note that this "Sourcebook" is not a text, in the sense that it should not be read from cover to cover. The "Sourcebook" will be most useful if the reader would first look at the table of contents and select the particular chapter in which he/she has the greatest need. At that point, the reader should turn to the annotated table of contents and review the questions which outline each chapter. This referencing process will make the most efficient use of the reader's time and utilize the "Sourcebook" for the purposes for which it was designed.

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INTRODUCTION

The mature (or so-called "new") students, beginning or returning to college in record numbers, have recently served as a catalyst to move institutions to look carefully at the learning experiences they bring with them. Institutions of higher education all over the country are examining, researching and implementing programs for this "new" student in a variety of ways most often characterized under the broad heading of non-traditional studies. One aspect of this concept is the attempt to measure the knowledge that these "new" students have gained through work experience, travel, military training, volunteer and community services, etc. Another major consideration of these programs is the awarding of appropriate academic credit for these prior experiences. These credits are normally applicable to a definite career goal and frequently to a specific curriculum. This process of the determination of credit for prior learning activities is currently being referred to as the "assessment of experiential learning."

It is difficult to establish the historical beginnings of the non-traditional studies movement. The influences of individuals and institutions are wide and varied but include two major types. First were the University of Cincinnati, Northeastern University and Antioch College with their development of Cooperative Education and Internships more than fifty years ago. These programs, plus clinical and field experiences, have come to be known as the more traditional efforts to provide academic credit for experiential learning. They are typically college sponsored with some amount of supervision ranging from a work situation with specific learning objectives to "on-the-job training" in a situation somewhat related to the field of study with no specific learning outcomes predetermined.

The second major thrust in the direction of awarding academic credit for other than classroom and/or laboratory instruction began with the British Open University's External Degree and the expansion of that concept to the United States in the form of "open colleges," such as Minnesota Metropolitan State University, Thomas A. Edison College of New Jersey, and Empire State College. These institutions were established for the express purpose of assessing experiential learning and awarding external degrees.

In addition to these institutions, there are over two hundred two- and four-year colleges and universities which are now involved with some aspects of the "open college" concept, including the sponsorship of learning experience programs in other than college settings as well as the assessment of prior learning.

With the growth of these non-traditional programs, and the complexity of the problems involved, these approximately two hundred institutions banded together in 1974 to form an assembly known as the Cooperative Assessment of Experiential Learning (CAEL), which was an outgrowth of the Carnegie Commission on Non-Traditional Study, with the major objective being to share ideas and experiences about this process.

Under the umbrella of CAEL, committees and individual institutions representing a diversity of higher education have been funded and organized to address common problems in such areas as: techniques of assessment, criteria to be used, objectivity and standards of the process, the use of outside experts and third party assessment, the determination of the competencies to be assessed, field research, faculty development, and operational models. These funds are developmental in nature and have come from the Carnegie Corporation of New York, the Ford Foundation, the Lilly Endowment and the Fund for the Improvement of Postsecondary Education.

Another group, the Council for the Progress of Non-Traditional Study under the chairmanship of Samuel Gould, has also been organized to enhance the progress of the movement. This latter group has identified four critical issues of general concern:

1. To determine methods of providing education for individuals not of the normal college age.
2. To determine a variety of methods of financing high quality programs at low cost to students.
3. To provide a valid method of evaluating learning so that completion credentials are firmly based on demonstrated

competence.

4. To review what is being learned and what is being taught.

For the past two years, this writer has been conducting research studies on a variety of topics related to the field of experiential learning for practica as a part of the Nova University Ed.D. program for Community College Faculty. The studies conducted are as follows: (See Appendix G for abstracts)

Title	Author(s)	Nova Module
The Structure and Financing of a Program to Assess Experiential Learning ED 101 772 (ERIC)	Kray	College Governance
Policies, Procedures and Politics Affecting Experiential Learning ED 103 080 (ERIC)	Kray and Wyman	Educational Policy Systems
Faculty Attitudes Toward Assessment of Experiential Learning ED 108 728 (ERIC)	Kray	Learning Theory
An Evaluation of a Faculty Orientation Package to the Life/Learning Experience Assessment Program (LEAP) at Delaware County Community College	Kray	Curriculum Development
Non-Traditional Students Seeking Assessment of Experiential Learning--Who and Why? ED 121 360 (ERIC)	Kray	Societal Factors

Most of the above research was conducted using the CAEL membership and/or Delaware County Community College as a sample. This information has been synthesized and organized into the "Sourcebook" within the eight chapter headings as noted earlier. It is important to emphasize that in some cases examples are cited without a great deal of comment recommending one particular approach as opposed to another. The rationale for this approach is simply stated in that institutions must view experiential learning assessment within the context of their own setting which includes policies, politics, pressures, prejudices and biases which must be taken into consideration. Although new institutions will possess these characteristics to a lesser degree, they must still be considered.

On the basis of the aforementioned research, as well as discussions at national conferences, it appears that there are a great many colleges and universities that are considering the establishment of programs to assess experiential learning.

These institutions, however, are faced with a bit of a dilemma as they review their original mission (traditional education for the most part) and their need to meet the needs of the changing student clientele. In addition to philosophical conflict, many institutions have process or implementation oriented concerns ranging from the financing of such a program ("It must cost more than traditional education.") to the recording of the assessment on a transcript. This "Sourcebook" will systematically attempt to raise the major issues in the assessment of experiential learning in the form of questions and respond to those questions based on the experiences of institutions that have developed these types of programs.

CHAPTER ONE

PHILOSOPHY

Every new educational program needs a conceptual framework, that is, a philosophical base on which it is built. Experiential learning has deep historical roots in the educational process dating back all the way to the beginning of early civilizations. The concept of a formalized system of assessment of experiential learning in a higher education setting, however, is one that not only needs to be reflected upon but must also have a rationale. To many, the rationale of experiential learning assessment is self-evident. To the traditionalists in higher education systems today, however, it is a process of learning that takes place outside the constraint of a formalized environment and is therefore suspect.

1.1 What is the philosophical rationale for developing a program to assess experiential learning?

With the rapid growth of cooperative education and the increasing number of postsecondary institutions awarding credit for prior learning, it seems imperative that we examine not only learning itself, but the process of learning. For centuries, the term "experience is the best teacher" has been a part of our everyday jargon. Determining how learning is gained from experience and how that learning can be converted into the coin of the realm--"academic credit" or a "college degree"--is our major concern.

Virginia B. Smith, Director of the Fund for the Improvement of Postsecondary Education noted four factors aiding the growth of experiential learning in the past decade:

> First, many of us involved in education have begun to realize that we have made too sharp a distinction between life and learning.
>
> Second, during the past twelve years, the range of subjects taught in college has expanded. Community colleges in large numbers have joined the ranks of higher education, and the curricula of these colleges include occupational and paraprofessional subjects, some of which are taught better through apprenticeship and experiential learning.
>
> Third, as colleges have become more serious about recruiting and serving adults, it has become clear that some of the precollege activities of these older students look very much like the in-college activities of others. Why should some receive credit and others not?
>
> Fourth, the rhetoric of the day and various external pressures have contributed to the growing demand for credit for life experience. (c.f. Keeton, 1976)[1]

Houle (1976) said that we may "have to invent as many new structures, concepts, and processes as did our forefathers in the last hundred years, but that above all, we must cultivate a new spirit that accepts the educative value and worth of all experience, not merely that which is devoted to scholarly study which is guided at every step by professors."[2]

The goals for an "Alternative System of Higher Education" as recommended by the Connecticut Commission for Higher Education (1973) made provision for the needs of non-affiliated students, especially adults "1) who have a need, desire, and capability for further education and retraining to fulfill occupational objectives, or 2) who have need for formal recognition of learning they have acquired outside the classroom."[3]

In discussing the growth of the experiential learning movement, Granat et al (1975) said, "...the external degree movement is not merely an extension of earlier adult education efforts, but represents deep dissatisfaction with the higher education system as it is presently constituted and is an adumbration of coming fundamental changes in the delivery system of higher education in the country."[4]

Conceptualizing postsecondary institutions undergoing change, Granat et al (1975) also wrote, "The new realities of the marketplace are demanding that the university develop an understanding of the needs, realities and values of the student, and to look at the student as a client or customer."[5]

In summary, it can be said that the most practical philosophical rationale for developing a program of experiential learning assessment is to provide for a more effective educational plan to meet the needs of the experienced or returning student.

1.2 Is awarding credit for experiential learning really a new concept?

As noted in the introduction, colleges have awarded credit for field experiences for over fifty years. The professions, e.g. medicine, law, have required internships as a part of the academic development of the individual ever since they have been in existence. To say, therefore, that the concept of recognizing awarding credit for experiential learning is new and revolutionary would not be accurate. However, in terms of developing a formal academic structure to recognize prior non-college sponsored experiential learning, institutions are still neophytes. In a study of baccalaureate degree granting institutions involved in experiential learning assessment conducted by Reverend James Woods, S. J., Dean of the Evening College of Arts, Science and Business Administration at Boston College, he found that 94% of the 95 institutions surveyed began accepting applications from students after 1969.[6]

1.3 Is there a philosophical framework within which we can place non-traditional studies and experiential learning?

It is believed that Malcolm Knowles brought the concept of adults learning differently from children to the forefront when he wrote his book, The Modern Practice of Adult Education--Andragogy versus

Pedagogy.[7] Although the term andragogy never really caught on as a cliche in education, it emphasized the fact that the teaching of adults was different from the teaching of children.

In talking about "Life Centered Learning," Max Raines (1976) used a unique diagram which includes concepts of education that have been with us for some time and others which are new to higher education. The uniqueness of this diagram, of course, is the relevance of education today to the Social Revolution of the 1960's and 70's. (See next page, Exhibit 1). Raines cautioned, however, that this concept does not get at the question of what is to be learned.[8]

The concept of the welding together of school and work to form a society of life-long learners was expressed by the Carnegie Commission on Higher Education when it said, "Society would gain if work and study were mixed throughout a lifetime thus reducing the sense of sharply compartmentalized roles of isolated student vs. worker and of youth vs. isolated age."[9]

Needless to say, the impact of the above statement on our current degree structure would be astounding. The report went on to say that the degree structure has a strong impact on:

- The amount of time spent by youths in formal higher education and its pattern of continuity.
- How this time is used - on what studies and for what purpose.....
- The job expectations and job performances.
- The opportunities for persons throughout their lives to obtain the further education they may come to desire as their lives unfold.

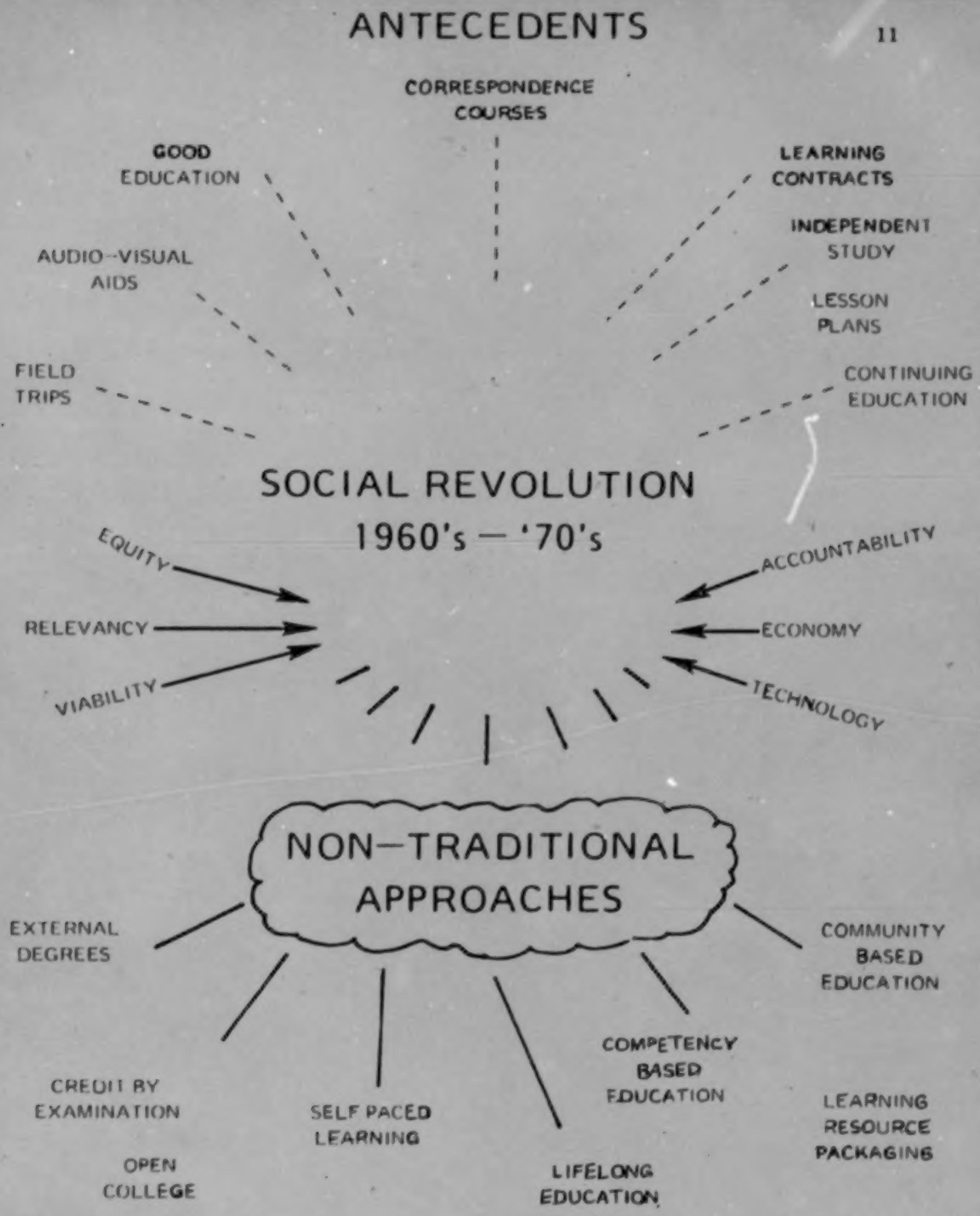
ANTECEDENTS
CORRESPONDENCE COURSES
GOOD EDUCATION
LEARNING CONTRACTS
INDEPENDENT STUDY
AUDIO-VISUAL AIDS
LESSON PLANS
FIELD TRIPS
CONTINUING EDUCATION
SOCIAL REVOLUTION
1960's — '70's
EQUITY
RELEVANCY
VIABILITY
ACCOUNTABILITY
ECONOMY
TECHNOLOGY
NON-TRADITIONAL APPROACHES
EXTERNAL DEGREES
COMMUNITY BASED EDUCATION
COMPETENCY BASED EDUCATION
CREDIT BY EXAMINATION
SELF PACED LEARNING
LEARNING RESOURCE PACKAGING
OPEN COLLEGE
LIFELONG EDUCATION

EXHIBIT 1

-These considerations are of great and rapidly increasing importance as education becomes a more necessary part of more of the total lives of more people as we move into the 'learning society' of the future. The learning process will continue to absorb more and more Americans. Learning opportunities should respond to the new dimensions of the life-and-learning process.[10]

1.4 Are there available models of philosophical statements that put the experiential learning assessment process into perspective?

Outlined below are several of these types of statements:

Delaware County Community College, Media, Pennsylvania:

The central principle that underlies the life learning experience assessment process is that what the student knows is more important than how he or she learned it. If a student can demonstrate that his or her knowledge and skills are reasonably comparable to what the college trained student knows, then equal credit will be awarded. It is unimportant whether the student's learning took place at an accredited college or elsewhere, whether the instructors held advanced degrees or no degrees at all, whether the matter was learned within the near past or the distant past, or how long it took to acquire some knowledge or skill. As long as the students can provide sufficient evidence that they possess college equivalent knowledge or skills, their achievements will be credited and recognized as applicable towards a degree program.

The term, "life experience," is a partial misnomer since credit is not given for simply any kind of adult life experience but only for those experiences that produce learning and skills comparable to the outcomes of courses or training at post-secondary levels. As a general principle, if colleges and universities generally award credits for the acquisition of certain kinds of knowledge and skills by standard course work, the comparable competence acquired in other ways will be credited through the life learning experience assessment process.

What is being attempted is the translation of certain adult learning experiences into the negotiable coin of the academic world; namely, hours of credit. There is obviously not a perfect match between those things that the academic world values and credits, and skills and qualities that produce some measure of success in non-academic careers. For example, a person might amass a considerable fortune, but possess few demonstrable skills comparable to those achieved in college level learning. The key point is that years of experience as such produce no credit until the student can demonstrate what college equivalent learning has resulted from these years of experience.

The evaluation of student competence is made by teaching faculty. We believe this is one of the strengths of the Program since the same professionals who regularly judge student performance and award credit in standard programs are exercising their professional competence and responsibility in assessing the learning and competence of students applying for credit equivalency. These same faculty members are asked to review the statement and documentation of a student seeking credit equivalency, to interview the student, and then to make a recommendation for an award of credit in those areas in which the faculty member has sufficient competence based on the competency objectives for a specific curriculum area.[11]

Bucks County Community College, Newtown, Pennsylvania:

This manual deals with the development of a new educational element recommended by the Academic Affairs Committee in 1973, following suggestions of faculty members who were interested in developing a means of measuring experiential knowledge which could be demonstrated and validated. It involves a basic assumption of the value of work experience and special accomplishments which result in learning that is equal to creditable college learning.

The program is in direct response to the changing needs of an increasing mature student population at the college level. These students wish to enter the academic experience with a rich and varied background of applied knowledge acquired through non-traditional means. There is no assumption that the student's life or work experience duplicates the academic learning situation. The focus is on what the student learned, not how or where he learned it. Credit for prior non-traditional academic learning is granted on quantifiable knowledge, not for the experience itself.

These mature students have a legitimate desire to receive public recognition formalized by college credits. Whether these credentials are needed to advance professionally, to enter the traditional system of higher education, or for reasons of self-evaluation, the program assists these students in defining their educational goals and utilizing the resources available to them.

Another special circumstance that distinguishes the new group of students is the need to conduct their education at their own pace and in their own settings.

The rationale behind the program gears the attainment of an undergraduate degree program to the needs and life situation of mature students. When assessment is made by the teaching faculty, evaluation of students and awarding of credit can be made from the very start of the program. Problems of quality control exist in both old and new programs; however, faculty members making the evaluations may be as strict and demanding or as lenient as deemed necessary and appropriate. Academic standards can thus be maintained, while the students receive a fair evaluation and an award of credit that does justice to their degree of knowledge.

The difficulties in assessing prior learning experiences and the scope of such an evaluation system are easily recognized. The process itself looks for ways in which non-traditional learning can be validated and made respectable while firmly based on demonstrated competence. The assessment requires documentation of learning activities and demonstration of skills including the relating of theory to practice. The experiential learning must translate directly into academic credit as identified by the faculty evaluator. The credit is awarded without regard to length of time spent in an activity or its relation to the traditional college semester.

This non-traditional approach can have a strong positive impact on the college community. Many factors will contribute to the development of this program: the ability to respond effectively to the educational needs of a diverse group of "new students"; the participation of a significant group of faculty with a new philosophy of learning, based on competencies and measurable achievements; and recognition of Bucks County Community College as a leader in flexible and non-traditional programming.[12]

The Metropolitan Consortium in Competency-Based Education

Justification for developing the cooperative consortium programs at the community colleges fell into three categories, two which defend the development of the non-traditional type program, one which defends the development of the program as a cooperative effort. The strongest arguments for the development of the programs focused on service to new clienteles, and on the general increase in the development of such non-traditional programs in the metropolitan area. The motivation for the cooperative dimension came primarily from the belief that it would be easier to develop and to articulate one rather large program than six different, smaller programs. The specific data which ultimately substantiated the decision include:

(1) an expected decline in the 18-22 year-old college enrollments;
(2) a significant number of adults in the metropolitan area who have begun college, but have not completed two years;
(3) an increasing number of adults who have developed their vocational and personal skills and knowledge to very sophisticated levels and who need educational programs that will both recognize their existing competencies and allow for the appropriate development of new ones;
(4) an increasing number of adults using the community college GED programs, who could probably benefit from self-paced competency-based programs.
(5) a substantial number of previously educationally disadvantaged persons, including women, minorities and socio-economically disadvantaged persons.

In addition, the community colleges see these programs as extensions of their already existing commitment to the special needs of the communities they serve. They perceived a need for the development of non-traditional lower-division transfer programs: seven upper-division institutions in the metropolitan area will receive such transfer students.[13]

Memphis State University, University College

The University College offers non-traditional degrees for those students whose experience, talents, and interests are best served through a program which emphasizes personally designed education. The University College is based on the belief that faculty, students, and professionals should have the opportunity to interact on a personal level, unrestricted by departmental or college boundaries. The University College is committed to exploring new program ideas and to providing the stimulative, experimental atmosphere necessary for their introduction.

The University College seeks the person:

(1) who has a commitment to and an enthusiasm for learning.
(2) who has sufficient self-direction and motivation to participate actively in designing a program which will contribute to the accomplishment of his or her educational goals.

(3) who desires an educational experience which will emphasize the inter-relatedness of human knowledge and the application of that knowledge to the important issues of our time.
(4) who views life and learning each as an integral part of the other.
(5) who values personal interaction among a community of learners.

> The University College believes that a valuable contribution is made to the individual's educational experience by the different perspectives gained from a diversity of students. Therefore, the enrollment of the college includes persons of various ages, abilities, and educational backgrounds. This means that the recent high school graduate, the man or woman with family responsibilities and the working person can contribute to and benefit from the University College program.[14]

The flavor that permeates each of these philosophical statements from four diverse institutions is that the educational needs of this new breed of student are paramount. These statements also suggest that each student is an individual, learns differently, and has had unique and valuable learning experiences on which his/her further education can be built.

1.5 Who should initiate the concept of experiential learning assessment?

Even before the planning process begins, the idea of experiential learning assessment must be conceptualized and seeds planted. It is rather interesting to look at the variety of individuals and agencies who have conceived the concept of experiential learning. In a study dealing with educational policy systems, this writer and Wyman (1975) found the following to be representative of those initiating the concept:

1. Administration - source of new students
2. Student request

3. Legislature established low cost institutions to better serve adult community
4. Faculty wanted systematic approach to crediting prior learning.[15]

A caution here, however, is that no matter who conceives the idea, thought should be given to broad participation in the planning process. Such broad participation in the planning process will help those who are involved to become more committed to the shaping of the concept and vocal advocates as opposed to uninformed critics.

1.6 What are the major concerns in the planning process?

As noted earlier, there should be broad participation from the college community in planning the program. In its first report, the University Without Walls noted that the history of innovation is replete with failures where it has been imposed from the top down or from outside in. If real change is to take place, it stated, then each institution must shape its own programs. "Participants.....need to own a piece of the action."[16] Each institution coming into the University Without Walls had to deal with its own distinctive constituencies, its own admissions and tuition policies, its separate faculty's attitude towards innovation and its particular financial structure. Therefore, "flexibility was clearly required in administration, program, design, tuition, salaries, timing, and strategies for developing a particular University Without Walls unit."[17]

Needless to say, the list of concerns and problems would be more than this "Sourcebook" can attempt to answer. Houle (1973), however, raised eight interesting institutional problems in planning for the external degree:

1. For what clientele is the program to be planned?
2. What is the essential meaning of the degree to be developed?
3. How compatible with customary academic procedures should external degree requirements be?
4. How should the new program be financed?
5. How great is the interest in an external degree?
6. Who should take the initiative in advocating and administering an external degree?
7. How can faculty support be won for the program?
8. Can faculty members carry out the unusual requirements imposed by the external degree?[18]

Houle (1973) goes on to quote one president in discussing the temperament of individuals in coping with the openness of unconventional programs:

> The major problem that I would see is that the time required for planning, the specific activities that constitute planning, and the emotional demands that are made on the individuals who are asked to work in a way which is completely unfamiliar to all of them is underestimated. There are good people who just cannot function in situations where there is no structure. And, much as they talk about freedom and liberty and flexibility and all that, the minute they're left free to structure the world any way they want to structure it, they're paralyzed.[19]

Smith (1974) outlined three factors resisting the development of experiential learning:

1. Traditional faculty - "You haven't learned English 1010 until you have taken my course."
2. Residency mandated by state agencies or regulations of colleges and universities.
3. The state of the art.
    a) Failure to have rationale
    b) Unavailability of assessment techniques[20]

Meyer (1975) made the following 14 recommendations to institutions:

1. The decision must be made that crediting prior learning is legitimate and worth doing.
2. The decision to grant credit for prior learning must be widely disseminated and discussed.
3. The proper institutionwide policy-making group should vote to begin the crediting of prior learning.
4. The committee to operationalize the process must represent the various interests concerned.
5. Decisions must be made as to exactly what is to be credited, when the crediting is to be accomplished, and whether or not prior learning needs to be related to future goals.
6. Decisions must be made about what it will cost the student and the institution, how supporting revenue can be raised, and whether or not faculty will receive remuneration for their efforts.
7. A decision must be made that faculty will receive recognition through the usual reward systems of promotion and tenure for their efforts in assessing prior learning.
8. Proper application forms must be constructed as must clear, concise descriptive materials to be sent with them.
9. Proper internal records and transcripts must be constructed to reflect adequately what has been credited and by what method the crediting has been carried out.
10. A counseling system must be built which contains a prior learning assessment seminar and clearly takes a student-advocate approach.
11. Clear, concise criteria must be established for the material the student is to include in the portfolio.
12. Explicit guidelines must be drawn up for the methodologies used to examine all the data in the portfolio.
13. Examination should be by committee rather than by only one faculty member.
14. Students must have the right to appeal the committee's decision.[21]

The environment in which the program is evolving is a most important consideration. The establishment of this type of a program in a traditional academic community will create problems that are more diverse and difficult than the establishment of an entirely new institution committed to new approaches to learning.

1.7 Are there any national programs that attempt to assess experiential learning?

Probably the first program of any magnitude was the establishment of the College-Level Examination Program (CLEP) in 1966 under initial grants from the Carnegie Corporation given to the College Entrance Examination Board (CEEB). Since that time, there are now 1,800 institutions awarding credit on the basis of CLEP. The popularity of the CLEP program has risen to a point where in 1975, over 90,000 tests were administered at the more than 900 test centers through the world.

A summary of a report to the Board of Trustees of the CEEB probably best exemplifies the philosophical framework from which CLEP emanated:

> This program will focus on large divergent groups of students and will try to recognize and reward diversity of preparation as well as diversity of purpose. It will be based on the concept unpopular in many quarters; it will require considerable effort and expense; and it may fail.
>
> If the Council (on College-Level Examinations) succeeds, the Board will be contributing to an important reconciliation in American education. Increasingly we seem to be seeking universal education and quality too. Maybe a clear intention, powerfully shared and executed with insight, initiative, and faith, can effect the equality of opportunity and the excellence we always promise. We are forever confronted with bristling alternatives: the liberal or the useful arts, the ivy or the junior college, past or present, God or man; the lists are endless and the rival claims are legion. But how do they bristle and how are they rival? The Council can begin by taking some things out of opposition; it can recognize the strength in diversity. It would be unrealistic to expect that one day the adherents of social responsibility and those of academic detachment will be truly reconciled. That may not even be important; but those who must worry about the whole of education, and the Board is among them, had better see the worth of both camps, for truly to treasure learning is to transmit it and see it used.

Thus the staff feels that, despite the chance of failure and the magnitude of the effort that will be required, to avoid the effort would be to shirk responsibility. It therefore recommends that the Trustees approve:

1. Appointment of the Council;
2. Submission of proposals to foundations for sufficient additional monies to undertake such initial one-time studies and test-development work as the Council might request;
3. Appointment of an executive director, and such supporting staff as the president might request.[22]

In addition, the first three long-range objectives of CLEP also provide some insight into their direction:

1. To provide a national program of examinations that can be used to evaluate non-traditional college-level education, specifically including independent study, radio, television, and correspondence work.
2. To encourage colleges and universities to do a more valid job of placement, accreditation, and admission of non-traditional and transfer students.
3. To help students with nontraditional education experiences to have these experiences evaluated and verified or accredited.[23]

As noted in the introduction, another agency was formed in 1974 known as the Cooperative Assessment of Experiential Learning (CAEL) which in some respects took the CLEP program one step further. "Its purpose is to advance understanding and practice in the assessment of experiential learning."[24] Although national in scope, it is not an organized delivery system as is CLEP. The major focus of CAEL as noted by Valley (1976):

> ... has been on the identification, development and improvement of processes, techniques, and procedures that can be used to assess experiential learning. The project has not concerned itself with the use of standardized examinations.

The CAEL project is presently undertaking the validation and utilization phase of its work with member institutions using materials and processes that have been developed.

CAEL is now attempting to incorporate and determine their priorities as the foundation and federal funding begins to fade out.[25]

1.8 One problem that has emerged has been a confusion of terms between external degree, experiential learning, non-traditional studies, non-traditional student, extended degree, extrainstitutional degree, etc. Has there been any resolution of this issue?

Not really. K. Patricia Cross provided an all encompassing definition of the non-traditional student which probably went too far and was too broad for our purposes since she included those from lower socio-economic groups with different socio-cultural value systems who do not do well on tests designed to predict success in traditional curricula.

Those of us involved in the assessment of experiential learning over the past several years have found that students utilizing our experiential learning assessment programs are usually not economically disadvantaged and can succeed in traditional curricula; however, it is not feasible for them to interrupt their careers and family obligations to enter into full time study.

Probably the best approach to the dilemma of definition was provided by Medsker et al (1975) when they said:

> Because of its impreciseness, we early gave up the term "nontraditional" as it applies to programs, and abandoned the expression "new forms" for extending postsecondary education, not only because we wished to become more specific, but also because not all the programs were "new." And while the term "external degree" would be appropriate for the majority of the

> programs we studied, the fact that some of the institutions have initiated campus-based programs to meet the needs of an older clientele meant that the word "external" would not apply to all our cases. We finally chose the term "extended degree programs" as a basic descriptor and defined it as: A degree program with policies and procedures which enhance its convenience and appeal and with content of interest to students who are usually beyond what has been considered the conventional college age.[26]

1.9 What is the future of experiential learning?

It is difficult to discuss the future of a concept that has recently emerged on the higher education scene as noted earlier in this chapter. Is it a negative or a positive new direction for higher education? Several authors and agencies have attempted to look at the future of experiential learning as it relates to postsecondary education and the concept of lifelong learning. Keeton (1976) said:

> The postsecondary learning of the future will and should differ markedly from that of today in content and meaning, in timing and accessibility to learners, in systems through which instructional services are delivered, in the balance between experiential learning and information processing, and in the ways it is combined with other interests and activities of life.
>
> . . . .
>
> As the creation and dissemination of knowledge proceed, they will generate need for a reconstruction of the whole frame of reference on which we hang the facts and views with which we organize our lives and try to serve our wants and needs.
>
> Thus, in the society of the near future, we should have not just more knowledge to learn, but transformed views of the world around us. In this sense, the meanings of what we learn should have changed. Implied in this expectation is the consequence that what we are learning today will need to be unlearned tomorrow; we should be preparing to continue updating ourselves if we wish to enjoy and understand the life of which we will be a part.[27]

In an address to the CAEL conference in Denver, Colorado in May, 1976, K. Patricia Cross said, "Education must gear to the present with lifelong learning an acceptable fact. We must be aware that the average worker changed jobs seven times and careers three times."[28] Cross raised the question, "Are we lowering standards?" She answered it by saying, "We are raising educational standards since we are offering educational opportunities to people who didn't have them before."[29]

Speaking about the future of higher education at the same conference, Carl R. Rogers proposes a model for "person-centered education." In this model he suggests one precondition followed by a number of characteristic and predictable features:

> A leader, or a person who is perceived as an authority figure in the situation, is sufficiently secure within, and secure in relationship to others that s/he experiences an essential trust in the capacity of others to think for themselves, to learn for themselves.
>
> If this precondition exists, then the following aspects become highly probable.
>
> 1. This facilitative person shares with the others--teachers, students, and possibly also parents or community members--the responsibility for the learning process.
> 2. The facilitator provides learning resources--from within him/herself and his/her own experiences, from books or materials or community experiences.
> 3. The student develops his/her own programs of learning, alone or in cooperation with others.
> 4. A facilitative learning climate is provided.
> 5. It can be seen that the focus is primarily on fostering the continuing process of learning.
> 6. The discipline necessary to reach the student's goals is a self-discipline, and is recognized and accepted by the learner as being his/her own responsibility.
> 7. The evaluation of the extent and significance of the student's learning is made primarily by the learner, though this self-evaluation may be influenced and enriched by hearing feedback from other members of the group and from the facilitator.
> 8. In this growth-promoting climate, the learning tends to be deeper, proceeds at a more rapid rate, and is more pervasive

> in the life and behavior of the student, than learning acquired in the traditional classroom.[30]

In March of 1976, the American Association of Community and Junior Colleges (AACJC) adopted a statement titled, "Doors to Educational Opportunity Must Be Kept Open" which concluded with the following paragraph:

> We call for new plans in each state to implement lifelong learning opportunities for all citizens. State education priorities must consider our current economic and social needs. The educational opportunities of millions of citizens depend on it.[31]

The impact on experiential learning assessment of this model is self-evident.

1.10 Isn't credentialing becoming passe in today's society? Aren't we accepting people on what they can do rather than the degrees they have? If the answer to the question is yes, why do we need experiential learning assessment?

Gartner cites Berg's 1970 study dealing with overqualified workers, the criticisms of state and federal personnel departments who balk at paying for credentials only indirectly related to the job, the 1971 Griggs v. Duke case dealing with the relevance of education prerequisites to job performance requirements, and the prediction of futurists that automation will diminish the need for "more" education in support of the affirmative answer to the above question. On the other hand, he cites the Jencks 1972 study which directly relates the credential to levels of income and future income. Gartner also states that the minorities and poor entering higher education in traditional as well as non-traditional programs are demanding access to credentials. (c.f. Keeton, 1976)[32]

He concludes that the credential will probably become "more appropriate to job functioning by moving toward various types of performance-based accountability" and will include combinations of work experience and education which will cause the credential to reflect qualifications and skills rather than being depreciated and debunked.[33]

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CHAPTER TWO

FACULTY

The leaders of the process of learning in any institution of higher education are, of course, the faculty. In most traditional institutions, it is the faculty who determine the content of learning or what is to be learned, as well as the time, place, and methodology. The relationship of faculty to experiential learning and its assessment, therefore, is vital if the program is going to be successful.

In addition to addressing the philosophical issues of faculty as they relate to experiential learning assessment, this chapter will be concerned with such critical aspects as training, compensation, evaluation techniques, learning theory, and agreement on the award of credit.

2.1 Who should assess experiential learning?

The most widely used system is to have faculty either individually or as a committee review the experiential learning of an individual. When an individual faculty member is used, the learning that is being assessed is usually in the specific discipline of that faculty.

In large programs or in consortia, the assessment center concept is usually employed. At the Metropolitan Consortium of Competency Based Education in Minnesota, they have found that a centralized assessment program (for six community colleges and the Metropolitan State University) has many advantages:

1. Independence enhances third party credibility.
2. Reduced fiscal responsibility for each institution.
3. High level of reliability and consistency.
4. Facilitation of faculty belief that assessment standards are being safeguarded.
5. Consolidation of assessment tasks and assignment to trained personnel.
6. The development of procedures and processes for soliciting evaluations focused on competencies rather than experience, and on criterion-referenced evaluations rather than normative-referenced evaluations.
7. The facilitation of a common process, including the development of a common narrative transcript, which strengthens interinstitutional articulation and reduces transfer problems.
8. Administrative structure at system level.[1]

Another approach to assessment that is being used by the Community College of Vermont is to have a committee composed of an individual from the community with expertise in the specific field in which a student is seeking credit, a student peer, and a central staff person not only assess prior learning, but also recommend learning activities they feel are needed for the student to meet his goals. These learning activities are then also evaluated.

At Delaware County Community College, in 98% of the cases the evaluation is conducted by an individual faculty member with expertise in the discipline for which credit is being sought. The rationale for this approach is that since a faculty member makes the evaluation decision in a classroom individually, he should also be able to make the evaluative decision of the student seeking credit for prior learning after using the appropriate assessment techniques. It should be noted that it is not unusual for one student to be assessed by as many as four different faculty members in different disciplines. This is usually done individually, but there have been occasions when two faculty would assess the student together. This occurs in cases where the disciplines are somewhat related, e.g. Business Management and Retail Management.

Third party assessment (usually by an employer) has not had a great deal of usage. However, in the recent CAEL field research activities, there was a high correlation between the competencies indicated by an employee and those indicated by his supervisor.[2]

2.2 What role should the faculty play in the development and implementation of a program to assess experiential learning?

In March of 1975, this writer along with Bruce Wyman (Professor of Sociology at DCCC) conducted a study titled, "Policies, Procedures and Politics Effecting Experiential Learning." This was a case study approach attempting to isolate areas of difficulty that institutions encountered in establishing their experiential learning assessment program. Quoted below is that section of the study dealing with "Faculty Related Problems":

> Faculty have legitimate concerns: Will this assessment process "water down" the academic standard of the institution? How will this affect the faculty's working conditions? Can life experience glean knowledge of the theories of the discipline or only application of it? Can a faculty member validly assess such knowledge; e.g. what are the appropriate techniques to use in a given specific situation? Would this system lessen the number of students in the division's courses?
>
> Obviously, those questions deserve careful consideration. The nature of the faculty member beast is such that he does not like new approaches imposed on him by administrative fiat. He must be included in both the planning and implementing of any new program affecting the instructional area. In the case of developing a system to assess experiential learning, it would seem wise to include acknowledged faculty leaders in the earliest planning stages. The system's requisite policy revisions should be directed through the institutional governance system including all faculty committees affected as well as all academic divisions. The informational flow should be constant and the input of all faculty should be constantly sought.
>
> Except in the most unusual situations where no faculty member has the requisite knowledge of the subject area, e.g. where a student might seek credentialing of the foreign language requirement via Japanese where no faculty member is conversant with Japanese, the regular faculty members should be used in the actual assessment of the life experiential knowledge. Seminars should be generated to acquaint these faculty with the various techniques that might be used. CAEL has listed as a prime priority for this year to assemble and develop techniques to assess experiential learning, and this information should be incorporated into such seminars. Released time from normal duties ought to be made available for planning and developing appropriate procedures for each area where assessment is contemplated. Finally, either a reduction in load--classroom or non-classroom--or overload compensation should be

> implemented for faculty who are asked to assess students' life experiences. Where the faculty are organized, it is probable that this system would be part of the negotiated contract.[3]

Meyer (1975) indicates that faculty envision more stringent measures for crediting prior learning than used with the traditional college student. Faculty also do not like to view themselves as creditors, credentialors, or evaluators. Two other faculty arguments against crediting prior learning, as noted by Meyer, were that the process is too subjective and that accrediting agencies will not allow them to grant credit for prior learning. The former argument can be countered by showing how the process is an examination and not very different from a classroom experience, and the latter is not an argument at all since there is no evidence that any accrediting agency specifically prohibits the crediting of prior learning. As a matter of fact, they indicate that one of their primary objectives is to encourage experimental approaches to instruction and learning.[4] This concern will be treated in detail in the chapter titled, "Other Agencies and Institutions," (see question 8.5).

This writer found in a study conducted in 1974 that in institutions with programs to assess experiential learning, the faculty made the evaluating decisions in only 63% of the cases. The remaining 37% of the evaluations were conducted in the main by administrators.[5] He also found that when the institution was unable to award credit in a specific curriculum of the college, "faculty reluctance" was given as a reason in 44% of the cases.[6]

Most of the issues raised above are expanded in questions 2.3 and 2.4 that follow. It must again be emphasized that any traditional institution attempting to implement an experiential learning assessment program needs to bring the faculty into the planning and implementation process as early as possible. Without the support of the faculty, the project most probably will be doomed to failure.

2.3 What evaluation methods are used by faculty in assessing experiential learning?

As will be expanded later in this "Sourcebook," (see questions 4.6, 4.17, and 4.18) each institution must decide for itself the method to be used in experiential learning assessment. Factors determining the method to be used will include: financial considerations, opinions of the faculty committee on academic affairs, opinions of the Dean of Instruction, assessment techniques to be used, philosophy of the program and institution, and others. In looking at what methods are used nationally, the Reverend Woods asked the following question and summarized the responses:

> Below are listed several evaluation methods for reviewing student application documentation and awarding prior learning experience credits. Indicate for each method whether it is used by your institution to award any non-formal learning experience credits and the extent to which it is used (i.e., the percentage of applications evaluated in this way).

TABLE I

EVALUATION METHODS

N=77

Evaluation Methods	Method Used? Yes	No	If Yes, % of Applications Evaluated By This Method Mean	Median
Non-Committee process with a professional person verifying that experience is sufficiently documented and awarding credit	57.1%	42.9%	69.0%	80.5%
Non-Committee process but more than one staff/faculty member evaluates assessment documentation	54.8%	45.2%	42.2%	25.2%
Formal committee evaluates assessment documentation	43.1%	56.9%	71.4%	99.1%
Both formal committee and individual staff/faculty members evaluate assessment documentation	62.7%	37.3%	71.9%	99.6%

2.4 Can there be agreement among faculties in awarding credit for prior learning?

This is a broad question which the CAEL Field Research project attempted to ask in their recent study funded by the Lilly Foundation. This study was undertaken using 14 portfolios and 5 faculty each, from 10 institutions for a total of 50. The sub-questions listed below are answered in summary form attempting to get at the larger question outlined above.

Do Faculty Agree on the Amount of Credit Awarded for Portfolios?

> In this study, faculty within institutions appeared to agree moderately well in their evaluations of credit for portfolios. On the other hand, institutions differed widely in the amount of credit they were willing to award the same set of portfolios and individual portfolios were often evaluated somewhat differently by different institutions.

Do Faculty Agree on What Constitutes College-Level Learning?

The results indicate that there is only a modest degree of agreement among faculty within institutions as to what specific types of learning deserve college credit. Across institutions, some colleges tended to be generally more lenient than others in judging learning to be worthy of college credit, but there was no evidence that colleges differ systematically as to the creditability of specific instances of learning.

To What Extent Do Faculty Agree on the Type of Documentation Required as Evidence of Experiential Learning, and to What Extent Do Various Types of Documentation Prove Authentic?

Colleges appear similar in the extent to which they require documentation though there are some differences as to the general types preferred. Among judges generally there was a clear tendency for the type of documentation required to depend upon the type of learning, but within institutions there was only a modest degree of agreement among faculty concerning appropriate documentation requirements in specific examples of learning. In this study, available evidence concerning documentation suggested a high level of authenticity, though numerous instances of unavailable data made it doubtful that the study deals with the question of authenticity in a way that permits any sound conclusion.[8]

2.5 What preparation do faculty need to assess experiential learning?

Ferguson (1975) states that:

> ...competency-based assessment and evaluation generates many unique and difficult problems. Since much evaluation will be very subjective, that is, will involve judgments which may not be consistent across all evaluators, the credibility of competency-based programs rests in large part on how accurately these judgments are made.

Assessing competencies is a very difficult and demanding task, one which requires that the individual doing the assessing is knowledgeable in assessment techniques. Yet, it is doubtful that many institutions involved in competency-based education have made provisions for training their faculty in this crucial area. Because the awarding of credit for experiential learning and the certification of competencies attained through formal or informal education programs rests on the assumption that such learning can be

> assessed and evaluated fairly and accurately, educational institutions would do well to invest in the development of the assessment skills of their staff.[9]

Although competency-based approaches to assessing experiential learning appear to be the single most widely used system, there is another school of thought on the subject that states if faculty can evaluate students to whom they have taught a specific body of knowledge, they should also be able to evaluate an individual's understanding of that body of knowledge learned outside the college classroom.

The CAEL project under a grant from the Lilly Foundation has developed a group of faculty who can train other trainers in all aspects of experiential learning assessment. These trained faculty will conduct faculty development workshops that will be given regionally across the country and are thus expected to have a multiplier effect over the next couple of years. The major focus of these workshops deals with attitudinal and technical problems of faculty. As a part of these workshops, resource materials have been developed including the following:

....simulations that require workshop participants to become actively involved in assessment activities

....annotated references to sources of information covering such topics as experiential education, faculty development, and the assessment of experiential learning

....articles on such topics as the cost of assessment, good principles of assessment, obstacles to reliable and valid assessment with suggested activities and discussion questions

....a roster of resource faculty who can assist in solving special assessment problems on your campus

....transparencies that can be used as aids in implementing workshops

....case studies in field experience learning and prior learning for use in discussion sessions and work groups

....access to slide/tape presentations which focus on issues and problems in experiential learning assessment

Of course, the methodology used in the assessment process will greatly affect the types of training that faculty will need. At DCCC, where a competency-based approach is used with a great deal of reliance on student identification and documentation of competencies, the need for technical training is less than in an institution where a student is turned over to a faculty member who is told, "See how many credits you think should be awarded."

Nonetheless, at DCCC a self-instructional orientation package for faculty has been developed which includes the rationale, objectives, pre-assessment, learning activities, post-assessment, and plan for revision which faculty can use before and during the assessment process. This package includes the various institutional procedures and forms as well as the techniques of assessment, documentation process, and the like (See Appendix A).

Lakewood Community College, as a part of the Metropolitan Consortium of Competency-Based Education in Minnesota, uses a competency-based system and uses for the instructions and forms as shown in Appendix B. Florida International University in their External Degree Program uses the "Prior Experiential Learning Evaluation Packet" as presented in Appendix C.

CAEL Working Paper No. 10 titled, "The Use of Expert Judgment in the Assessment of Experiential Learning" is recommended as an excellent resource for preparing faculty for assessing experiential learning.[10]

2.6 What characteristics are important in identifying assessors?

Whitaker cited five essential characteristics of effective assessors: subject matter expertise, psychometric expertise, familiarity with the data in a particular case, objectivity, and motivation (c.f. Keeton, 1976)[11]

When this writer served as a consultant to the first group of trainers in the CAEL-sponsored Faculty Development Workshop program, it was quite clear that the two major concerns that needed to be addressed were faculty attitudes and the techniques of assessment. In the initial stages of program development at DCCC, faculty were selected to work on the competencies primarily on the basis of their attitudes toward innovative approaches to learning which were demonstrated through their teaching strategies.

Once the hurdle of faculty attitudes is cleared, the next step is to familiarize the faculty with the nuts and bolts of the assessment process. As indicated earlier, at DCCC, a self-instructional package orients faculty to this process.

In the Metropolitan Consortium of Competency-Based Education, the evaluation can either be conducted by one individual or a committee depending on their individual or collective expertise. (See Exhibit 2 for the criteria and system used.)

2.7 Is there a particular "learning theory" espoused by faculty who assess experiential learning?

In a 1975 study, this writer attempted to determine if there was a significant difference in theories of learning between faculty who assess experiential learning and those who do not. Using a sample of 182 faculty of whom 114 were involved in the assessment of experiential learning and 68 were not, representing 54 two and four year institutions, a questionnaire was distributed in order to determine if these faculty were in the "behaviorist" or "cognitive constructionist" schools of thought. At the .001 level of significance, it was determined that there was a significant difference between these two groups of faculty with the faculty assessing experiential learning being in the "cognitive constructionist" learning theory group, and those who do not in the "behaviorist" group.

The unanswered question, of course, was the process by which

(continued on p.44)

EXHIBIT 2

Minnesota Metropolitan Consortium of Competency-Based Education

GUIDELINES FOR DEFINING THE ACCEPTABILITY OF THE EVALUATOR

Guidelines to determine appropriate evaluators of competence and point scales for use in determining the number of evaluators needed:

Evaluator	Point Value
1. A person who has had academic preparation at the baccalaureate or advanced level to perform in the specific area of competence.	1
2. A person who has been hired to teach in the specific area of competence at any recognized post-secondary institution.	2
3. A person who has direct supervisory responsibility for individuals who display competence at the particular level defined in the competence statement. The person has that competence.	2
4. A person who has the specific competence at the "can evaluate" level by virtue of experiential learning which is tangential to his formal training and major responsibility, but who is nontheless qualified typically to make the judgment (e.g. a lawyer can usually evaluate the secretarial skills of his personal secretary).	1
5. A person who has publications in the specific area of competence in a recognized trade or professional journal.	1
6. A person who has competence in the specific area by virtue of his/her own experiential learning and whose competence is recognized and accepted by others in his/her field as having high credibility (e.g. a person who owns a one-person shop for printing or TV repair).	1
7. A person who has received a distinguished award, honor or some other form of outstanding recognition for his/her achievement (e.g. a professional athlete).	1
8. A person who has such unique qualifications in a highly unusual area of competence and might be the only person available to do the assessment (e.g. a glassblower).	3

The "Evaluator" section of the Degree Plan and the Competence Assessment Form needs to total three evaluator points. That is to say that the evaluators must hold collectively one or more of the above qualifications. This total can be reached additively - which means that one person may have more than one of of the qualifications and his/her points alone may add up to two or three. For instance, most post-secondary teachers have both academic training (1 point) and have been hired to teach at recognized post-secondary institutions (2 points), so each of them would carry all three points alone and it would be unnecessary to have more than one person of that type do your evaluation. A person from category #8 automatically carries three points. A person who lacks specific teaching and/or supervisory training in the exact competence area is, however, usually rated as having only one point - it would thus take three persons of this type of reach the required three points.

these faculty were selected to assess experiential learning. i.e. were they selected on the basis of their "cognitive constructionist" position, or were they in fact behaviorists whose interaction with these types of students altered their attitudes toward the "cognitive constructionist" theory of learning?[12]

Nonetheless, the mere fact that faculty who assess experiential learning tend to express attitudes of one particular learning theory is significant in that is may provide us with some basis for selecting faculty.

2.8 How long does it take a faculty member to assess the average individual seeking to have his/her experiential learning assessed?

The answer to this question is difficult since a great deal depends on the process that is being used. Is a student being measured against competencies? How much counseling is done prior to the evaluation process? How much documentation is prepared in advance of the evaluation? Is individual course credits being awarded or total blocks of credit? Is evaluation being conducted by an individual faculty member or by a committee?

Two sources of information on the average length of time for faculty to perform assessments are the records kept at DCCC and the Reverend Woods 1976 study.

At DCCC, it was determined after one year of operation involving about 200 students for an average award of 12 credits per student that it takes a faculty member slightly less than one hour for every academic credit awarded. It should be noted that this is a competency-based program with 2 or 3 counseling visits to the Office of Non-Traditional Studies and emphasis on documentation of student identified competencies.*

In the Reverend Woods study, it was found that faculty spent an average of approximately two and one half hours with the average student in the preparation and review of the student's documentation.[13] The study did not attempt to relate the amount of time in evaluating to the award of credit.

At conferences and workshops this writer has conducted, both of these examples are usually startling to most faculty not involved in experiential learning assessment. Their usual response is that they perceived the process to be much more time consuming.

2.9 For those institutions that compensate their faculty, what are some methods that are used?

There is no clear cut trend in this area, probably due to the complexity of the systems that have been established ranging from assessing a student for 1 credit of learning related to a particular course to evaluating a student's prior learning and advising him on ways of achieving his/her degree as part of a total external degree package.

Outlined below are responses received from institutions responding to this writer's 1974 study on methods of compensation:

a) $240 per student
b) $10 per student
c) 1 1/2 times the hourly rate
d) $1 per credit hour
e) $8 per contact hour

f) $10 per contact hour
g) $100 per month
h) $8 for special exam
i) $20-25 for contract degree
j) $12 per professional hour
k) $50 per student per area of evaluation
l) $125 for developing exams
m) Hourly basis corresponding to $100 a day honorarium[14]

Medsker et al (1975) made the following recommendations:

> Overload compensation can be a very important incentive in attracting regular faculty from a host institution to participate in an extended degree program. In addition, in dollar terms it is a less costly method of compensation than on-load. However, overload compensation can lead to over-extension on the part of individual faculty members which may result in an inability to fulfill both extended program and regular campus responsibilities. Thus, appropriate limits should be placed on the amount of overload activity a faculty member can engage in.
>
> While on-load compensation is less likely to result in over-extension of energy, it does require negotiation with regular academic units concerning the percentage of time a faculty member will devote to the extended degree program. And the quality of instruction in regular programs may be threatened if schools or departments hire replacements at lower academic rank to instruct in the regular degree programs.
>
> Compensating adjuncts on a fixed term but nonprobationary contract rather than on a "piece rate" basis reduces complaints about inequity of compensation compared to regular program staff, and promotes the long-term commitment of adjuncts to a program.
>
> Supplementing the base pay of staff with extra compensation for activities such as directing independent study and evaluating life/work experience has considerable incentive value. In addition, extra compensation depending on such factors as size of student load and time and location of instructional activities can encourage regular faculty from host institutions to participate in extended degree programs.[15]

Peter Meyer, in discussing faculty compensation, found that,

"Almost three-fourths preferred released time to overload payment."

He also pointed out that most faculty feel this is part of their responsibility and should not have to be compensated. He cautioned, however, that the mean number of students assessed per faculty member per semester was "....7.2 with a range of from one to 22." If this was to go to the hypothetical number posed of 45, however, the faculty felt that some provision for compensation should be made.[16]

2.10 What is the role of collective bargaining in the compensation of faculty for assessing experiential learning?

In this writer's 1974 study, 56 (71%) of the 80 institutions participating indicated that they did not have a collective bargaining unit. Of the 24 institutions having a collective bargaining unit, only 3 indicated that the question of compensation was negotiated.[17]

Although admittedly this is a limited sample, it can be conjectured that collective bargaining has had little influence in determining faculty compensation for assessing experiential learning.

At DCCC, the question of compensation was not negotiated although there were some general discussions as to how this assessment process would be a part of the overload formula. It should be noted that the first collective bargaining agreement was nearing settlement at the time the first students were entering the program. As was the case in many of the policies and procedures, the compensation procedure was integrated into existing practice. In other words, historically, faculty were compensated 1 credit hour of extended time (overload) for every 40 hours of non-teaching work. These 40 hours were derived by virtue of the fact that a DCCC faculty member teaches 15 weeks in a semester and usually teaches 15 credit hours. In addition to the 15 hours a week in class, it is anticipated that about 30 hours is devoted to preparation time totalling 45 hours; thus the approximation of 40 hours. It was relatively simple then to compensate the faculty for every hour they spent in the assessment process by using 40 as the denominator with the number of assessment clock hours as the numerator, multiplied by the agreed upon contract rate per credit hour of $325.

For example, if a faculty member took 10 hours to assess a student, his cimpensation would be determined as follows:

$$\frac{10}{40} = .25 \times \$325 = \$81.25$$

Faculty members are asked to keep a log of all the time they spend in assessing each student and to submit an appropriate form to the Dean of Community Education who approves payment. The standard that has been established is that for every credit hour sought by a student, it should take each faculty member 1 hour of his time. In actual practice, after one year of experience, it has been determined that a faculty member spends slightly less than 1 hour per credit sought by each student.

2.11 Other than compensation, are there any residual benefits to faculty who engage in experiential learning assessment?

To my knowledge, there is no statistical data available on this subject, but the perception of this writer and others who have discussed this with faculty provides some insight into the question.

Many faculty state that the process of assessing learning that has taken place in real life situations such as work, leisure, and volunteering make their traditional teaching much more meaningful. Typically, faculty in many disciplines function from a theoretical base and build toward a practical use for the learning. (See Coleman's comparison of information assimilation and experiential learning in the chapter on Assessment and Evaluation of Experiential Learning, question 4.4). Most often in this writer's opinion, the concentration in teaching is on the theoretical, since many faculty have not had practical experience in the discipline they teach.

This statement usually provokes a great deal of argument concerning the role of the faculty member. Is a teacher responsible for preparing a student for real life situations, or does the teacher transcend that notion and is he/she more of a guide to the learning process in a particular area of concentration? Needless to say, this writer supports the former position.

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CHAPTER THREE

STUDENTS

The consumers of the process of experiential learning assessment are, of course, students. We should be careful, however, lest we stereotype in our mind this individual as an 18 to 22 year old. The context in which the term student will be used in this chapter will refer to all learners ranging from the recent high school graduate to the senior citizen. Once an individual has decided that he/she wants his/her prior non-formal learning recognized, the term student will be used.

In many institutions, the desire to service the needs of a new clientele was the single most important reason for developing a program of experiential learning assessment.

In many of the questions and answers in this chapter, the student will be viewed as a consumer of educational services. The student possesses needs to be served by educational agencies (postsecondary institutions) and as a consumer will be looking for quality programs at the lowest possible cost. Those institutions who can meet the demand of this buyer, when, where, and how he/she chooses to purchase these services, will thrive and grow.

3.1 Who are the people we are talking about that the college must reach out to?

In an article in June of 1976, with the headline, "Colleges May Go to the Student," Pennsylvania Commissioner of Higher Education, Jerome Ziegler said, "Persons who raise families, travel in their jobs, and have unusual working hours should not be denied a college education." Ziegler went on to say that, "There's a big movement for external degrees (those earned off campus). It hasn't hit Pennsylvania yet, but it's coming."[1]

Wygal (1975) in writing about the community-based movement, raised the question:

> What kinds of people are we talking about that the college must reach out to? We must include people who have not prepared themselves to go to college and people whose specific needs for higher education are not being met. We must also include people who have all kinds of special limitations that do not allow them to move freely within the community to meet specific schedules. In this list would be those individuals ranging from people who are institutionalized to firemen on a swing shift.[2]

Boyer suggests that we mix formal and informal learning throughout the adult working years. By this, he doesn't mean "some vague commitment to 'continuing education,' a term spread like a musty blanket over all sorts of instruction for people over twenty-one. Rather, he means recurrent education developed for specific groups of adult students to meet specific needs." (c.f. Vermilye, 1974)[3]

Barbara Lowther states that:

> Women, ethnic and racial minorities, senior citizens, and all groups formerly excluded from the regimen of traditional college training have rallied behind the cause of non-traditional education. ....There is growing disenchantment with the need for a degree earned through formal education. This certificate is no longer the guarantee of a job and higher pay, which it was in the past.[4]

Medsker et al (1975) identified three types of students as target clientele for extended degree programs:

> 1. Clientele known to have a specific degree interest (for example, students who want a degree in business, sociology, or public administration).
>
> 2. Clientele clustered or "captured" at a particular location (for example, employees in a government agency, workers in an industrial plant or in a hospital).
>
> 3. Clientele in the general population--those interested in general and liberal studies degrees, or perhaps even in a specialized area.
>
> Of the three, it is most difficult to mount degree programs designed to serve students in category 3. Institutions and state agencies should recognize the difficulties involved in offering extended degree programs to the general public off-campus, but they should also be concerned with the possible neglect of potential students in this category.[5]

3.2 Why do we need "experiential learning assessment" for today's generation of college students?

To begin with, experiential learning assessment is not for all students. Colleges and universities accepting students from secondary schools in the 18 and 19 year old categories probably need not worry a great deal over what experiential learning these students have brought with them since, for the most part, they will have proceeded through the lock step system of elementary and secondary education with few excepions. It is those institutions who are reaching out to the new clientele of higher education, the older student, the experienced student, the student who by-passed college to go to work or the military, the student who didn't have the opportunity either financially or educationally (the state university he wanted to attend told him it was commendable that he was in the top half of his class, but they were only accepting the top 25%), the student who now needs college for job advancement or a career change; it is those institutions who should be concerned about providing experiential learning assessment for at least three reasons. First, and most pragmatic, is that we need not teach students what they already know; second, it could give a strugging institution a competitive edge in recruiting and attracting this new clientele; and third, (particularly for public institutions), it can be a cost effective delivery system.

Purists in the competency-based movement of higher education might take issue with the early part of the above statement dealing with 18and 19 year olds since they feel that an individual's learning, experiential or otherwise, can be measured against competency criteria. To date, however, most programs of experiential learning assessment deal with individuals in the 30 to 40 year old age bracket as willbe noted later in this chapter.

Houle identifies four types of students, usually adults, for whom the present day system of postsecondary education does not work:

> The first is made up of people who gained their experience before they acquired their theory and who have learned the latter inductively, if at all. The second includes those individuals who prefer to guide their own learning or whose pattern of life requires such self-direction. The third is made up of people who want guided but personalized programs of study, usually including experiential learning. The fourth comprises a vast and heterogeneous collection of people, each of whom wants to compile a record of previous learning (courses, test results, successful work accomplishments, and other forms of assessment) into the basis for further study for a degree, believing that in this synergistic process the whole of their knowledge will become greater than the sum of its parts. (c.f. Keeton, 1976)[6]

In recent years, adults have been entering higher education in increasing numbers. In the fall of 1974, students 25 years of age and over accounted for 33 percent of the total enrollment. During the period 1970-74, enrollments of college students between the ages of 25 to 34 rose at an average yearly rate of 11.2 percent, while enrollments of college students under the age of 25 increased at the much slower rate of 2 percent.[7] Adult participation in higher education will probably continue to increase. In response to this new student population, many educational systems and institutions have developed policies and programs designed to encourage and facilitate college study by adults. Admissions, class scheduling and location, program design, credit transfer, and the awarding of credit for prior learning are major movements in higher education that are being implemented to meet the needs of these prospective students.

3.3 Does an individual of 30 or 40 learn differently than an individual of 18?

Kidd (1969) in discussing ways in which adults learn, listed seven myths of learning. These myths along with a summary of his responses are as follows:

1. You can't change human nature.
   Human behavior, in very fundamental ways, is being changed every day, and human nature and human personality can be profoundly reshaped.

2. You can't teach an old dog new tricks.
   The capacity of adults to learn is enormous.

3. The "hole in the head" theory of learning.
   Many people speak of learning as if it were some process by which an entrance is somehow forced into the brain and facts are poured in. Concomitant to this notion is that the heads and minds of children are regarded as easier to penetrate than adults.

4. The all-head notion of learning.
   Man is much more than mind and intellect. Most of us have become increasingly aware that man is a creature of emotions and feelings and that these have an important part in learning.

5. The "bitter-sweet" notion.
   These contradictory views state:
   a) Learning cannot happen when it is exciting and exhilarating.
   b) There is no learning except when accomplished by harsh unpleasantness.
   What we must expect, of course, is that most of learning is difficult, wearing, repetitive--the hardest kind of work, which we accept only because of objectives we seek and satisfactions we shall earn.

6. The mental age of the average adult is twelve years.
   The adult is not just a larger child; the cells of the body are different, his experiences are vastly different. Data derived from research with children are only useful if applied with care and if rigorously checked against adult experience as well as with data collected from systematic observation of adults.

> 7. Unless you have a high I. Q., abandon all hope. There is a great part of human life, human achievement, and human dignity, that is not at all comprehended by even the best intellectual standards. There are other kinds of worthiness to be sought after and nourished. Concentrating all attention on what is measured by rather imperfect instruments (the "intelligence tests") is to omit much of what is richest in life.[8]

In his chapter titled, "Adult Education as Random Experiential Learning," Bergevin (1967) states that,"random experiential learning takes place without planning or guidance and without an established purpose or goal. It just happens as we live. The acts involved in living, in doing what we have to do from day to day, contain a great variety of experiences from which we learn. Most of the time, we are unaware of learning taking place. Learning is incidental to what we are doing in most instances of this kind."[9] When Bergevin wrote the above chapter and his book, the concept of assessing experiential learning had not as yet gained momentum in higher education in the United States, but his identifiers of experiential learning succinctly summarize the process.

Bruner (1966) suggests four motives for learning that are essential in the education of adults. "These are intrinsic motives, based on satisfaction in the actual learning experience. These motives are curiosity, competence, identification and reciprocity."[10]

Sharer (1969) noted that:

> ...it would be so easy, so simple, to provide teachers of adults with special training for their roles and tasks, if there were a generally accepted, scientifically demonstrated theory of learning of adults. There is no simple accepted theory of adult

learning, therefore, educators also disagree about the effectiveness of techniques and methods.[11]

Houle (1973) wrote that:

> . . . the assessment of non-sponsored experiential learning has received a great deal of attention in recent years, but still presents major problems, partly because unstructured life activities often cannot be squared with formal course requirements and partly because the body of organized and theoretical knowledge which serves as the basis for formal study often is not covered by direct experience.[12]

Warren Willingham, project director of CAEL, said:

> Thirty-year-olds aren't eighteen-year-olds. They have done a variety of things in their lives. In the process of work, travel, or volunteer experiences, they have learned much that has real academic merit. What they know may not fall neatly into categories like biology or introductory psychology, but they often deserve credit for it just the same.[13]

These distinguished authors quoted above give a broad view of how an adult learns. In summary, it can be said that adults learn differently because:

1. Their motivation is often greater
2. Their learning takes on a more tangible purpose
3. Much of their learning has been experiential and self-directed as opposed to being poured through a funnel.

It is important to note that experiential learning assessment is only one small part of a programmatic effort that institutions must adopt to service this clientele. Every institution which views its mission as serving the more "experienced" individual must develop support services such as counseling, individualized learning strategies, and financial aid, which are geared to the needs of these new clients.

With this new clientele, it will be the responsibility of higher education to develop efficient and economic delivery systems to meet their needs.

3.4 Is there any demographic data available concerning the characteristics of individuals seeking assessment of their experiential learning?

In a recent study (1974) conducted by this writer, demographic data was collected from 70 students applying to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College (DCCC). Data was also collected from the directors of 44 experiential learning assessment programs nationwide containing similar data on their student population. A summary of this study is as follows:

Age

The 70 responses from the DCCC sample indicated a mean age of 39 with a range from 19 to 64 years of age; whereas the 41 colleges reported a total mean age of 33 years of age with a mean range from 20 to 56.

Ten (10) of these institutions reported the low range at below 20 years of age. Twenty-four (24) institutions reported the higher range at age 56 and above. The single low age reported was 17 with the single high age reported as 80.

In general terms, it can be said that DCCC is attracting older applicants into its program which can be attributed to the nature of the community, essentially urban, along with the curriculum emphasis in areas in which work experience would directly relate.

Sex

The DCCC sample had responses from 41 males (59%) and 29 females (41%); whereas the 40 reporting institutions indicated

1,494 males (56%) and 1,183 females (44%).

When you take into account that the preponderance of credit is in the business area (which up until this time has been strongly male dominated), along with the fact that the mean age is somewhere in the mid-thirties, one would expect that the male population would dominate the sample.

Marital Status

In analyzing this set of data, the DCCC sample as noted below is a summary of the actual statistics as reported by the respondents. In the case of the 25 reporting institutions, since this data was requested by percentage, it was necessary to multiply each of the marital categories by the total number of students reported. Following that calculation, the data was summarized so that some basis for comparison could be made.

TABLE 2

Students by Marital Status

	DCCC		25 Institutions	
	N	%	N	%
Single	7	10	451	23
Married	37	53	1,312	66
Separated	21	30	75	4
Divorced	4	6	105	5
Widow(ers)	1	1	49	2

It is evident that the greatest disparity in the above table is between the percentage of students in the "Separated" category. The writer has no explanation for this apparent difference. The only other disparity would be in the "Single" category, but the difference in mean age of the two groups (33 versus 39 as reported earlier) can account for this.[14]

The Metropolitan Consortium of Competence-Based Education found the demographic characteristics of their students to be as follows:

> In general, the expectations relative to the type of student which would be attracted to the programs seem to have been correct. An older student is choosing the consortium programs: the median age is 34. (Only 4% of the students are traditional college age--22 of younger.) The age range has been from 20 to 67, with a

nearly equal distribution between the sexes: 54% of the students are male, 46% are female. Seven percent of the enrollment has been minority students, a slightly higher percentage than the total minority percentage of the Minneapolis/St. Paul metropolitan area.[15]

3.5 Is there any data available on the formal education of individuals seeking assessment of experiential learning?

In the same study by this writer as noted in the earlier question, the following was determined:

Years of Formal Education

The table below clearly outlines the formal education of those applicants seeking to have their experiential learning assessed. By observation, it can be noted that there is considerable disparity between the two populations. It would seem that this is caused by the types of institutions included in the sample. Of the 44 institutions reporting, 35 (79%) were four year colleges and universities; whereas only 9 (21%) were two year institutions. It is likely, therefore that applications with a greater amount of formal education would apply to a four year rather than a two year institution.

TABLE 3

Students by Years of Formal Education

	DCCC		36 Institutions	
	N	%	N	%
Less than high school	1	1	47	2
High School graduate	42	60	745	29
1 year of college	15	22	551	21
2 years of college	7	10	809	31
3 years of college	2	3	293	11
College graduate	3	4	169	6

Years Since Formal Education

Tabulating the data concerning the number of years since applicants have been involved in a formal educational program, indicates that the DCCC population of 70 applicants has been away for a mean average of 13 years whereas the population of the 27 reporting institutions has been away for only 7 years. This 6 year difference is identical with the 6 year age difference (39 to 33) as reported earlier in this study.[16]

3.6 What income levels and employment categories are characteristic of these individuals?

Also in the same study, the following data on income and employment was noted:

Income Level

The mean annual income of the 54 DCCC applicants responding to this question was $16,034 whereas the 12 institutions reported the annual income of their students to be a mean of $10,38[illegible].

This data clearly indicates that DCCC is attracting the middle income levels of the community. It should be noted that Delaware County is one of the top 50 counties in the United States in per capita income.

It was quite evident that the large majority of directors of experiential learning assessment programs did not collect this type of data since only 12 of 44 responded.

Employment Data

This distinction between the two groups of students listed below by employment categories is self-evident. The DCCC population has a considerably higher percentage of professional and skilled labor employees in its sample; whereas the 30 institutions report a larger percentage of supervisory personnel. It should be noted that in the "Other" category of the 30 institutions, the largest majority of the 251 individuals were employed by the military.[17]

TABLE 4

Students by Employment Status

	DCCC		30 Institutions	
	N	%	N	%
Professional	9	13	106	4
Managerial	11	16	397	17
Supervisory	11	16	699	29
Skilled Labor	27	39	523	22
Unskilled Labor	2	3	101	4
Self-Employed	3	4	126	5
Unemployed	5	7	147	6
Never Employed	0	0	46	2
Other	2	3	251	11

At the Metropolitan Consortium of Competence-Based Education, it was found that:

> Fifteen thousand dollars is the median reported annual income, with 8% of the students reporting incomes below $6,000 and 25% of the students reporting incomes greater than $25,000. Even though 90% of the students are employed for more than 30 hours per week, 40% are interested in/or will ask for financial assistance.[18]

It is important to note that, in general, many individuals who possess college level competence are paid at a lower wage level than those who possess a college degree; e.g. it is common practice for a social work aide to perform the same role as a social worker with a degree under an inferior title and for inferior pay. This concept emphasizes again the need for experiential learning assessment programs.

3.7 What motivating factors typically influence the decision of individuals to have their experiential learning assessed?

This data was also collected by this writer in the 1974 study which is summarized as follows:

> The most interesting aspect of this data, as depicted in Table 5, was the fact that the percentage of DCCC applicants involved in this program for "self-satisfaction" (35%) more than doubled the percentage of weighted responses from the reporting institutions (14%). This was not totally unexpected when you take into account the disparity in income levels between the two groups.
>
> In the "Other" category of the reporting institutions, as well as at DCCC, the predominant response penciled in was "to get my degree faster."[19]

TABLE 5

Factors Motivating Students to Seek Assessment of Experiential Learning

	DCCC		38 Reporting Institutions	
	N	%	Weighted Responses	% of Weighted Responses
Upward mobility in present position	16	23	75	35
Upward mobility within industry	10	14	41	19
Seeking a new career	14	20	44	20
Self-satisfaction	25	36	31	14
Family motivations	1	1	3	1
Other	4	6	23	11
	70		217	

The literature does not address the question of why students are selecting non-traditional options. However, this writer believe that these students viewed the traditional programs' lock step approach to learning as not meeting their needs. These students want programs that will recognize what they know and provide them with an educational delivery system that will build on that learning.

3.8 What is the educative value to the student in developing a portfolio and having it assessed?

The CAEL Field Research Project on Prior Learning included this question and prefaced the description of the study with the following statement:

> Assessment of experiential learning is not conducted solely for the purpose of awarding credit to students. A basic principle of the CAEL project is that the assessment process itself should have direct educative benefit to the student. Assessment should help the individual understand her or his competence and how that competence is related to personal objectives and plans; i.e., assessment should lead to improved self-awareness. The purpose of this study was to determine whether portfolio assessment has such an effect. The study is based upon the following rationale. If portfolio assessment does have direct educative benefit, then we assume that benefit can be discerned in the self-awareness students exhibit in their free responses to pertinent questions....[20]

The study involved eight institutions and a total of 165 students between January and March of 1976, with a pre-assessment group and a post-assessment group.

The summary of the responses to this question were as follows:

> The results clearly suggest that students who have participated in portfolio assessment exhibit greater self-awareness concerning their learning and their goals than do students who have not participated. There did not appear to be significant differences from college to college in the extent and nature of this positive effect.[21]

In other words, it can be said that the very process of reflecting on one's prior learning in a systematic, organized fashion in itself is a learning process that individuals find rewarding.

3.9 Are there models of instructions to students to prepare for the experiential learning assessment process available?

CAEL has developed a document titled, "A Student Handbook on Preparing a Portfolio for the Assessment of Prior Experiential Learning," (CAEL Working Paper No. 7), which is an excellent resource for developing directions for students.[22]

In addition, Exhibits 3 to 8 are the instructions given to students to prepare for this process at the following institutions:

Exhibit	
3	Delaware County Community College
4	Bucks County Community College
5	The College of New Rochelle--New Resources Program
6	Thomas A. Edison College
7	Lakewood Community College--Competency-Based Education Program
8	University College, Memphis State University

The common thread in each of these exhibits is that a great deal of the burden of portfolio preparation is placed on the student. Of the eight institutions, Lakewood Community College is the only school that uses a course to assist students in portfolio development. Many schools with experiential learning assessment programs, however, are moving toward this vehicle in an attempt to maximize the efficiency of the concept.

Other common elements found in each of the sets of instructions of the schools' literature is as follows:

1. Emphasis is placed on the learning rather than the experience of the student.
2. Faculty perform the actual evaluation either individually or as a committee.
3. The process of reviewing and documenting one's learning experiences is in and of itself a learning experience.
4. There is no limitation on the variety of learning experiences other than possibly the fact that the learning should be "college level" and be applicable to a particular degree program.
5. The length of time an individual was involved in a particular learning experience has little or no bearing on the determination of the award of credit. The learning that took place through that experience is paramount. (refer next to Exhibits 3 to 8 pp. 69 to 92)

EXHIBIT 3

DELAWARE COUNTY COMMUNITY COLLEGE

Instructions for Students
Suggestions for Preparing Portfolios

1. You are asked to prepare several kinds of materials. The chronological record is simply a "dates and places" list which helps orient the reader to the sequence of events in your life, beginning with the end of your high school attendance. It is normally one or two pages in length. It is most helpful if all information is typewritten when practical. Documentation such as job descriptions, letter of testimony, certificates, etc. will be necessary in order to support the student's learning experiences.

2. There are many ways to demonstrate your knowledge within a specific field. It is up to you to make the case that you have creditable knowledge or expertise. It is your experience and you know it best. Bear in mind that your portfolio will be reviewed by a person knowledgeable in the area you describe. A good question to ask yourself is: "If I were evaluating experience similar to my own, what information would I want to have?"

3. The amount of detail that ought to be supplied varies with each kind of learning experience. If the experience that is being submitted for evaluation is standardized, such as transfer of credit from another college, CLEP, USAFI courses, or Advanced Placement , this will be recorded on the Transfer of Credit Form.

4. It is impossible to state in advance what an adequate amount of detail might be for every adult learning experience. There is inevitably a large amount of subjectivity in any process of student evaluation. What should be avoided is more clear. Vague, general statements are of little or no value in indicating our knowledge and competence.

5. After preparing your portfolio, you must examine the competencies in the area you are seeking credit. If you can establish that you have acquired that body of knowledge, then the faculty member making the evaluation has a more standardized and reliable measure of comparison. These competencies will be given to you after you complete the chronological record form.

6. Many kinds of in-service training commonly produce either a certificate of completion or some notation on the employees record of employment. In other cases no formal record exists, but your employer or training officer or some other official should be able to produce a statement on the organization's official letterhead attesting to your experience, such as period of employment, job title (and description, if available), specific training,

and the like. Additional remarks or statements that support your claim to a particular competence might also be included. Commendatory statements about your character or work habits are not needed since these produce no award of credit.

7. In some cases where no suitable documentation can be produced, the student may still receive an award of credit for the knowledge and skills acquired by providing a sufficiently detailed narrative to convince the faculty member making the evaluation to recommend an award of credit.

8. You are encouraged to report on all types of learning experiences. These may include work experiences, volunteer activities, avocational pursuits on a variety of unusual experiences. It is assumed that no particular sequence of activities is necessarily superior, and that many pursuits may lead to the development of creditable skills and areas of competence.

EXHIBIT 4

BUCKS COUNTY COMMUNITY COLLEGE

OVERVIEW OF THE ASSESSMENT PROCESS

This learning experience should help you to identify personal strengths, translate these into academic oriented goals, and improve areas of weakness. In most instances, the students seeking prior learning assessments and credits are mature students, for clearly prior learning implies an older student.

The assessment process has been designed to facilitate the attainment of college credits. Because of time constraints, adults are hesitant to undertake college courses which would duplicate their experiential learning. Older adults have less free time than younger students because of many roles, jobs, and duties they must perform in everyday life.

This manual has been developed to enable you to use your limited time resources effectively. Much time will be wasted if you do not understand the assessment procedures. The process of collecting information for assessment should be one in which you have an opportunity to sort out some ideas about yourself and lifelong educational goals. This entire process will be a learning experience for you.

Evaluations will be performed by Bucks County Community College (B.C.C.C.) faculty members who are sympathetic to the basic philosophy of translating experience into academic credits, and who are interested in working with mature students.

Screening of Steps in Assessment

A sequence of steps has been designed at B.C.C.C. to serve as a guide through the assessment process:

1. In a preliminary contact, the student finds out about the program and obtains initial information concerning the learning experiences for which credit is sought.

2. If the assessment is to be carried out, the student receives information and assistance in the process of collecting and documenting prior learning.

3. The student assembles a learning survey that serves as a petition to B.C.C.C. and as an evidential basis for any credit that may be granted.

4. The actual evaluation of the student's learning survey is carried out by a faculty member.

5. Approved credit is awarded upon registration in credit course work at the College.

CREDIT FOR LIFE LEARNING EXPERIENCE (CLLE)

Step by Step Procedure for the Special Assessment Program

Step I Candidate submits application to Admissions for acceptance at Bucks County Community College (B.C.C.C.) and is accepted as a student (does not have to register for classes).

Step II Initial interview--Candidate contacts Office of Continuing Education for Mature Students (CEMS) office, obtain Credit for Life Learning Experience (CLLE) student guide and meets with Assessment Advisor. During this interview options concerning non-traditional credit are explained. Areas which might be assessed for life learning experience credits are explored. Examples include: work experience, home making activities, volunteer services, hobbies, non-credit courses, awards, publications, military experience, and organized travel.

The Office of Continuing Education for Mature Students supports the individual ~~as~~ he/she progresses through the program and serves as the liaison with faculty evaluation.

Step III If a reasonable chance of CLLE credit is established through discussion, the candidate then files application with the CEMS office and pays a $20 fee to the Bookkeeping office.

Step IV Development of Learning Survey--Assistance is provided by assessment advisors through individual interview or group workshops. This learning survey will be designed to help identify the areas for which departmental examinations at B.C.C.C. are already available and also information about the College Level Examination Program (CLEP). These listings are included in this manual. This learning survey will include a search of the B.C.C.C. catalog and other college catalogs to identify courses involving the learning for which you are seeking credit. All experiences must be related to approved credit courses at the freshman or sophomore level at accredited college and universities. The learning experience will be grouped according to discipline so that separate faculty evaluation can be scheduled in each discipline. Catalog search forms are included in the student workbook. Further suggestions for documentation of the learning will be made during this process and could include such forms as certificates, commendations, newspaper articles, job descriptions, course outlines or syllabi, artistic works and accomplishments (photographs, art work, speeches, publications, designs, etc.) examination reports, bills of sale, military records, audio-visual presentations (audiotapes, slides, videotape recordings, etc.), programs of performances, mementos, work samples, awards, honors, and licenses (pilot, brokers, real estate, cosmetology, daycare, etc.). If desired, suggestions for preparing documentation and obtaining necessary material will be given at this time. An anticipated number of credits will be established by the student and the assessment advisor. The number of credits will be determined by the credit values of the courses discovered in the catalog search. To further assist you, a course syllabus for the B.C.C.C. courses can be obtained in the College library or from departmental chairpersons.

The CEMS office has available a workbook which provides a framework for your presentation.

Step V The completed learning survey is sent by the CEMS office to a faculty member with expertise in the area to be assessed (Previously identified by department chairperson). The faculty member reviews the application for suitability and determines whether additional information is needed before the faculty member meets with the student. The faculty member also outlines proposed methods of assessment for credit.

Step VI The learning survey is returned to the CEMS office for review with the student.

Step VII If everything is acceptable, the student makes an appointment with the faculty member. This meeting is brief and exploratory: it is not the assessment. The faculty member explains the assessment methods to the student and makes suggestions for additional readings or review before the actual assessment takes place.

Step VIII At the conclusion of this meeting, the faculty member returns the learning survey to the CEMS office, along with the estimate concerning time necessary to perform the assessment. Contracts may then be signed by the student agreeing to the cost of the assessment and the faculty member agreeing to perform the assessment.

Step IX Candidate now pays for assessment. This fee is determined on an individual basis and will be based upon the total time required to perform the assessment. This fee will not be refundable.

Step X Faculty member will meet with candidate and carry out assessment in one or more meetings. The outcome may be one of the following:

(a) Awarding of credits based on material in the learning survey.

(b) Awarding of credits contingent upon completion of additional work or credentials. Students may be asked to supplement their practical knowledge with readings to deepen and integrate the learning experience in a short period of directed study (2 weeks--2 months): In some cases the students' background and experience approximate some of the objectives and content of course work, but there are gaps in the students' understanding and knowledge which should be filled in. The student may be given a study outline listing the major objectives and content of the course/courses, a reading list and sample questions to pose for himself/herself while studying. Students will then be eligible to continue their assessment for credit.

(c) Awarding of credits not recommended.

If outcome is (b), the student will return to the faculty member with additional work or materials in order to complete the assessment.

Step XI Faculty member returns the completed assessment material to the CEMS office with the professional time report form attached. Assessment Advisor meets with the candidate if there is any question concerning the decision. If a problem arises, the Assessment Advisor will contact the faculty member for clarification.

Step XII A record of credits awarded will be sent to the Admissions office by the CEMS office. These credits will be officially awarded upon enrollment in credit courses at the College.

A final note: These directions may appear complicated and even frightening. Each student normally would like to receive the maximum award of credit that his life experience can produce. As many students themselves note, lax or easy credits quickly cheapen a degree and make it suspect and even worthless. In judging your learning experiences, the faculty will attempt to be reasonable and fair, and to award roughly the same amount of credit for your learning experiences that you can document as they would for standard, on-campus courses. Credits awarded through life experience assessment are on a par with other credits applicable to the degree. There is no requirement that the norms for awarding them be more stringent than for standard course credit, nor is there any assumption that life experience credits are "easy credits".

EXHIBIT 5

THE COLLEGE OF NEW ROCHELLE

New Resources Program - Life Experience Credits

Here are answers to questions you may wish to ask about Life Experience credits:

What do we mean by life experience?

Experience can be an effective teacher. What an adult learns through experience is important. What is learned through reflection on that experience is more important. Therefore, this portfolio should reflect your experience, giving a sense of what you have learned and skills you have acquired from this experience. Both are worthy of academic recognition. The most suitable form of recognition in the academic context is academic credit.

This is, in simplest form, the philosophy that has let numerous colleges and universities - Queens College and Brooklyn College of the City University and Fordham University, for example, to award life experience credits to qualifying adults. The College of New Rochelle has extended the privilege of awarding these credits to New Resources students.

How many life experience credits can I receive?

The greatest number of life experience credits a student can receive is 30. No student may receive more than that; we doubt that many students will receive as many as 30. On the other hand, all students undoubtedly will receive some.

Who will judge my request for life experience credits?

A committee of six persons, some of them members of the New Resources Program, will judge each student's portfolio and determine the number of credits to be awarded. If a student's experience is highly specialized, they may call on a faculty member or someone with credentials in the appropriate field of specialization, for aid in determining the number of credits to be awarded.

Can life experience credits be transferred to another college?

No. They are applicable only toward a College of New Rochelle degree.

What do I present in order to receive life experience credits?

Each student is asked to submit a portfolio describing elements in his experience, plus a reflective analysis of what he has learned from that experience. This should be essentially why he believes he is worthy of credit.

What should the life experience portfolio be like?

The student should use the format that most clearly communicates the nature of his/her own unique experience, and show it to best advantage. The format is not confined to the written word. Different formats from the written word may be employed. For example, audio-visual material, representative work material, i.e., painting, sculpture, ceramics, welding, etc.

What else should be included in the portfolio?

(1) A one page autobiography. This life history should be in chronological order. It should include education, job history, personal and community activities.

(2) A one page outline of all areas in which the student believes life experience credits are deserved. Each area should be titled and described in a few lines.

(3) A full description of each of the areas outlined in step two. There is no prescribed length for these descriptions. The important thing is that they communicate fully and effectively, what you have experienced, and also embody your reflective analysis of each life experience.

(4) Appropriate validation of each area of experience for which academic credit is requested. This might take the form of letters from third parties, samples of work, etc.

How should the portfolio be "packaged?"

The portfolio must be typewritten. The autobiography and the one page outline of experiences should be single spaced. The full description of each area of life experience and the reflective analysis should be double spaced. The portfolio should be securely bound in a thesis cover.

Will my portfolio be returned to me?

No. Since the portfolio will remain part of the permanent records of the College of New Rochelle, New Resources Program, the student should be sure to retain a copy. Samples of work which cannot be duplicated will, however, be returned to the student. A portfolio will not be entered in the New Resources Program Portfolio Library without the written consent of the student.

Procedures for Presentation

(1) After signing up for life experience credits, each student is assigned a mentor to assist and supervise in the preparation of the portfolio.

(2) The student is responsible for arranging to meet his mentor at least once, and not more than three times.

(a) Initial interview: Student presents the one page autobiography and the one page outline of all areas in which he is applying for life experience credits. c/f questions sheet on life experience credits.

(b) Second interview: Ongoing review of descriptive content of life experience areas and reflective analysis. c/f question sheet.

(c) Final interview: Final review of completed portfolio before submission to evaluation committee.

(3) Once a portfolio has been submitted to the Evaluation Committee, it cannot be recalled or amended. Students with special forms of presentation e.g., art work, drama, etc. must be prepared to be accommodating to the evaluation committee, regarding data, time, etc. of presentation on the deadline date or within the week following it. This is contingent on numbers, the logistics of getting the committee together, etc.

Procedure for Applying

(1) Mentors will be assigned upon request with priority given to those students closest to graduation.

(2) Students are strongly urged to try to complete the portfolio process in no longer than one academic year dating from the time of the initial interview.

EXHIBIT 6

THOMAS A. EDISON COLLEGE
of New Jersey -- January, 1976

Thomas A. Edison College recognizes the fact that many people possess college-level knowledge and/or skills which they have acquired through experience, on-the-job training, independent study, or course work completed at unaccredited institutions of learning. The College has devised a method of evaluating such knowledge and skills known as Individual Assessment, the results of which may be used by students to satisfy certain degree requirements. A person may request Individual Assessment when a particular area of knowledge cannot be adequately assessed by existing proficiency examinations.

Individual Assessment has as its central concern the recognition of college-level knowledge, however acquired. The staff of the College will be available to provide assistance to the candidate in preparing the formal application for consideration by qualified evaluators.

Credits earned through Individual Assessment may be used to meet the requirements of the College's Associate in Arts degree and the general education (liberal arts) requirements of the Bachelor of Science in Business Administration degree. These credits may also be transferred to other colleges. As in all cases of transfer credit, policies are determined by the receiving institution.

Procedural Steps

The following is a list of procedures to be followed by Edison College students who think that Individual Assessment may be a means of evaluating their college-level knowledge or skills.

1. Before actually applying for Individual Assessment through the College, the candidate must be enrolled in one of the College's degree programs. An individual enrolls by submitting a completed enrollment form and the $35.00 enrollment fee. However, a student may receive informal advice from a member of the College staff before enrolling to determine whether Individual Assessment would be a useful and appropriate means of receiving evaluation for knowledge which the student possesses. The candidate should submit the completed Individual Assessment Questionnaire either upon enrollment or as soon as possible thereafter.

2. An enrolled student who decides to seek Individual Assessment evaluation must submit an application form with an initial $25.00 Individual Assessment Application fee to the office of the Registrar.

3. With the assistance of an Edison College advisor, the student then prepares a survey of the areas of knowledge to be assessed and organizes the documentation, if any, that supports the application. The primary purpose of the survey and documentation is to focus attention on the college-level knowledge or skill claimed by the student. Any information which will be helpful in identifying and evaluating this knowledge should be included. Each survey will be unique; therefore, the material presented would include a clear and detailed statement of the college-level knowledge claimed. It may also include, where applicable, such documentation as the following: a listing of formal or informal educational activities, work experience, with a description of duties which have been instrumental in the acquisition of the knowledge claimed, and the evaluation of supervisors when appropriate; and a portfolio of works such as reports, published books or articles, speeches, works of art.

4. Once the candidate has prepared the survey of a field of knowledge, it will first be reviewed by the Edison College staff. It will then be referred to an examiner who is a member of a collegiate faculty from the appropriate field of study to determine the method of evaluation.

5. After reviewing the materials, the examiner will submit a plan for assessment to Edison College. This plan will include the subject matter to be covered in the assessment, the method of evaluation, and an estimated range of the number of credits for the work to be assessed.

6. When the student has reviewed and agreed to the examiner's plan for assessment, an additional fee of $75.00 must be submitted before the evaluation takes place. Mutually convenient meetings between the candidate and the examiner will be arranged. If the evaluation involves more than one significant body of knowledge and thus more than one examiner, it will be necessary to charge a fee of $75.00 for each additional area examined.

7. When the Individual Assessment has been completed, the examiner will submit the results of the evaluation for review to the Director of Test Development and Assessment of Edison College.

8. The student will be informed of the result by the College. Any appeal for a review of the evaluation should be directed to the Vice President for Academic Affairs.

State of New Jersey
Forrestal Center
Forrestal Road
Princeton, N.J. 08540

GENERAL INSTRUCTIONS FOR
APPLICATION FOR INDIVIDUAL ASSESSMENT

(Numbers refer to corresponding items on the application form)

1. Self-explanatory.
2. Self-explanatory.
3. Telephone numbers allow College staff to contact you quickly and efficiently, concerning your Individual Assessment.
4. For "Date of Enrollment at Edison," give the month and year in which you submitted a completed College enrollment form. For "Degree Program," give the degree in which you are currently enrolled (AA, BA, BSBA, ASM, AASRT). If you are not enrolled in a specific degree program, write "non-degree student."
5. List here any contacts you have had with College counseling staff (or other College staff) providing information on College programs or services prior to your formal enrollment in Edison. Give approximate dates of contact, names of staff members if known, and type of contact (telephone conversation, correspondence, personal interview).
6. Give the same information as in (5), but referring to contacts after formal enrollment in the College.
7. Give here the subject matter discipline in which you request assessment (for example: History, Mathematics, Library Science, Botany, Journalism, Hotel Technology, Art, etc.).
8. Here you are asked to analyze the knowledge and skills you wish to have assessed and sort them into undergraduate courses. The Individual Assessment staff will be glad to assist you in this. It will be helpful, however, if you can carry out some background work before you submit your application.

   Specifically, you could begin by studying the catalogs of other colleges which offer courses in the area you want assessed. After you read the descriptions of courses in this area, and note the typical sequences of courses and the credits given for each, you'll be able to discuss your assessment with the College staff in a more meaningful way. You can use the Catalog Report Forms included with this application to show the results of your "catalog search." Here are the instructions for filling out the Catalog Report Forms:

A. Institution Name: Give the name of the college or university from which the catalog information is taken. For "catalog date," give the academic year, usually shown on the front cover (e.g., "1974-75"), for which the catalog is in effect. If possible, use the most recent catalog.

B. Division or Department: Give the name of the department or academic division that offers the courses at that institution.

C. Description of Applicable Courses: The form has space for listing up to 5 courses at the same institution. List those courses you feel are closely related to your knowledge and skills. Do not list courses whose content you are largely unfamiliar with.

Catalog page - Self explanatory
Course title - Specific title shown in catalog
Duration of course - Give total length of course (1 semester, 2 semester, 1 quarter, etc.).
Prerequisite(s) - Give the titles of any courses which are shown as prerequisites to the course in question.
Credit hours - Give the number of credit hours shown for that course.
Course description - Give the exact wording of the descriptive sentences or short catalog paragraph describing the course.

D. Comments: This space is for your comments about the course and its relationship to your background.

Use a separate Report Form for each separate institution whose catalog you are reviewing. If possible, review the programs of at least two institutions offering courses in the area of assessment.

As a final step, give the number of Catalog Report Forms included with your application in space number 8 of the application.

9. In this section, give a short summary of the subject matter areas in which you would like to be assessed, and a brief description of any supporting documentation obtained through catalog study. This should not be a repetition of detailed information given in the Catalog Report Forms, but a condensation and summary of it.

10. The College's policy is to award academic credit for demonstrated college-level knowledge or competency, regardless of how it has been acquired. The College staff and assessors, however, find it useful to have background information on the way in which you acquired your knowledge or competency, whether by formal course work in a regular undergraduate institution, attendance at night schools, on-the-job training, self-study, formal training in a non-credit-granting institution, or other means. We request here a short chronological description, with names of institutions, approximate dates, etc., of the formal instruction and experience you have had in the areas to be evaluated.

11. In preparing this application, you may have noticed portions of a broad subject matter area in which you have some interest and background, but not enough to attempt assessment for credit at this time. Please use this space to describe any areas in which you might be interested in a "follow-up" assessment at a later date, after you have had an opportunity to do

additional work or study in the area. This is not a requirement for the current assessment process, but simply an invitation for you to make note of possible future assessment interests.

12. This statement is not officially or formally binding upon you or the College, but is intended to reinforce the conception of Individual Assessment as a procedure which should be seriously and diligently pursued by all parties to the process, and which is initiated upon receipt and approval of the Individual Assessment.

State of New Jersey
Forrestal Center
Forrestal Road
Princeton, N.J. 08540

Fee Rec'd: __________
Date Rec'd: __________
Office Code: __________
Processed By: __________

Application for Individual Assessment

Please be sure to fill out clearly all numbered items. Refer to the General Instructions for detailed information on completing each section.

1. NAME __________ Last __________ First _____ M.I. SOC. SEC. NO. __________

2. ADDRESS __________ No. Street __________ City ______ State ______ ZIP Code

3. PHONE NO.: DAYTIME __________ Area Code No. EVENING __________ Area Code No.

4. DATE OF ENROLLMENT AT EDISON ______ ______ DEGREE PROGRAM ______

5. COUNSELING CONTACTS PRIOR TO ENROLLMENT __________

6. COUNSELING CONTACTS FOLLOWING ENROLLMENT __________

Details of Proposed Assessment

7. SUBJECT MATTER DISCIPLINE __________

8. NUMBER OF CATALOG REPORT FORMS INCLUDED ______

9. SPECIFIC SUBJECT MATTER TO BE ASSESSED

10. HOW DID YOU ACQUIRE THIS SUBJECT MATTER KNOWLEDGE OR PROFICIENCY?

11. RELATED AREAS FOR POSSIBLE FUTURE ASSESSMENT

12. In applying for Individual Assessment as outlined above, and pending review by Edison College, I acknowledge my good-faith intention to work cooperatively with College staff and outside assessor(s) designated by the College in developing a suitable and academically appropriate assessment procedure in the subject matter areas involved. It is understood that details of this procedure will be specified in a later Individual Assessment Agreement to be signed by the student, the assessor, and the College assessment director as an agreed-upon blueprint for the assessment technique, the time schedule for completion, and (if the assessment is successful) the academic credit to be awarded.

Signed ______________________________

Date ______________________________

This application must be accompanied by a non-refundable Individual Assessment Application fee of $25.00. Checks may be made payable to Thomas A. Edison College and mailed to the Office of the Registrar at the College.

BEFORE MAILING, please check that all questions have been fully answered, that the application fee is enclosed, and that any catalog report forms are included. Remember you must be enrolled in the College. Application forms for the College may be obtained by calling or writing the Office of the Registrar.

State of New Jersey
Forrestal Center
Forrestal Road
Princeton, N.J. 08540

CATALOG REPORT FORM

Student's Name ______________________________.

Detailed suggestions for conducting a catalog search and filling out this form are given in item 8 of the General Instructions for the Application for Individual Assessment.

A. INSTITUTION NAME ______________________ CATALOG DATE ________

B. DIVISION OR DEPARTMENT ______________________________

C. DESCRIPTION OF APPLICABLE COURSES:

____

Catalog Page ____ Course Title ______________________________

Duration of Course ____ Prerequisite(s) __________________ Credit hours ___

Course Description:

____

____

____

____

Comments:

____

Catalog Page ____ Course Title ______________________________

Duration of Course ____ Prerequisite(s) __________________ Credit hours ___

Course Description:

____

____

____

____

Comments:

EXHIBIT 7

LAKEWOOD COMMUNITY COLLEGE
COMPETENCY-BASED EDUCATION PROGAM

CRITERIA FOR AWARDING CREDIT FOR KNOWLEDGE, SKILLS, COMPETENCIES

1. The competence should be publicly verifiable. You should be able to demonstrate to an expert in the field that you possess the learning which you have claimed, and such an expert should be able to objectively measure and evaluate the competence which has occurred.

2. The competence should be equivalent to college level work in terms of quality. A reference point for prior experiential learning would be to refer to courses in a college catalog or requirements for graduation.

3. The competence should have a subject matter or knowledge base. You should not accept or receive college credit or recognition for mere application of a manual skill or a merely prescribed routine or procedure. You should understand why you are able to do what you do.

4. The competence should have a general applicable ability outside of the specific situation in which it was acquired. For example, most colleges will not award credit or recognition for knowing a specific procedure for possessing personnel applications which apply to only one company.

5. The competence should be currently possessed by you and not something which you learned a long time ago and cannot now demonstrate that you have retained it.

6. You should be able to demonstrate that you know the relationship between what you've learned on the one side, and relate it to other subject matter, your own goals, and your proposed degree program on the other side.

Examples of "competencies" which would NOT be college level:

- driving a car
- skill in ceramics after having made only one object
- interviewing skills if no training in theory and techniques
- bowling skill and you score is 42
- child psychology, if you just raised five children and no knowledge of theory or principles
- answering a telephone in an office (could be combined with other office skills for a secretarial competence)
- travel skills, unless knowledge and application of geographical, social, etc. differences and similarities

BASIC FORMAT FOR COMPETENCY STATEMENTS

COMPETENCE STATEMENT (What you know or know and can do)

KNOWS or KNOWS AND CAN DO in a subject area at a specified level.

See flow chart on back to complete the competence statement.

LEARNING STRATEGY (How did you acquire the competence)

LIST OF LEARNING STRATEGIES

1) Classroom course
2) Independent Study
3) Tutorial
4) Internship - Apprenticeship
5) (On-the-job) In-service training
6) Programmed learning (Self-instructional manual)
7) Workshops - Seminars - Conferences
8) Consultation (with experts)
9) Self taught (learn by doing)

Must state specific process - what, where, when, how, books, etc.

ASSESSMENT OF COMPETENCE (With which method will your competence be judged)

LIST OF ASSESSMENT TECHNIQUES

1) INTERVIEWS (Individual interview of Group interview)
2) WRITTEN TESTS (Objective test - published or instructor made)
   (Essay test - published or instructor made)
3) PERFORMANCE TESTS (typing - shorthand - singing - speaking French - sports, etc)
4) SITUATIONAL OBSERVATION (natural setting observation - by supervisor, etc.)
5) SIMULATION GAMES (simulate the natural setting observation)
6) PRODUCT ASSESSMENT (paintings - plays - poems - term papers)

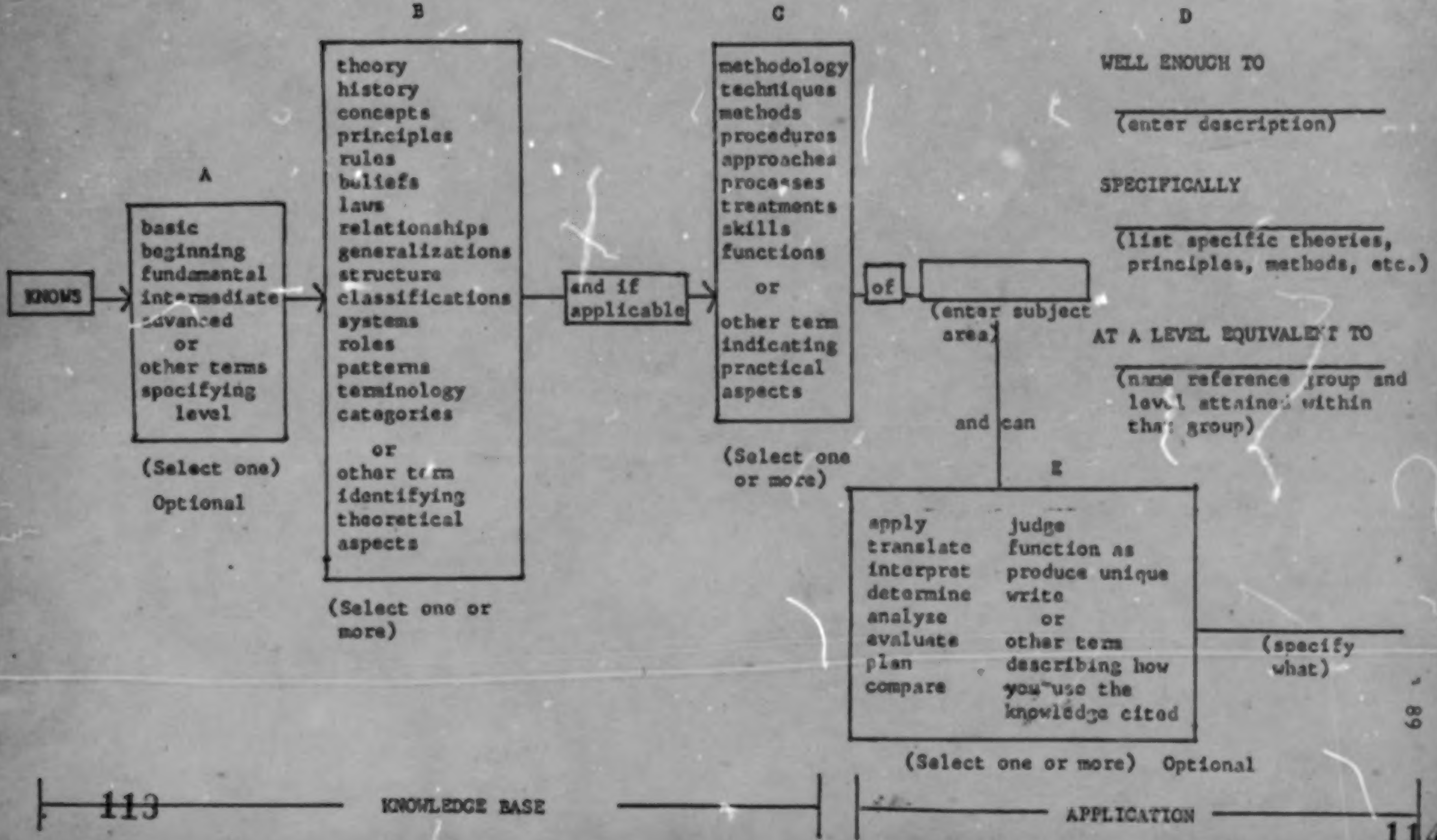
CRITERIA - are the components of the competence - the things which make up your competency. In a sense, they are "mini-competence statements" which explain, clarify, support or form the competence into specific items on which you can be judged. The competence statement itself is a general description of your knowledge &/or skill and the criteria/components are more specific breakdowns of the competence. You should have 5-7 criteria for each competence. See criteria example on the next page.
NOTE: In your Degree Plan, these mini-competence statements are called CRITERIA. On the Competence Assessment Form (CAF), these statements are called COMPONENTS. They are the same but have a different emphasis when written for the Degree Plan that when they appear on the CAF. When completing the CAF, just transpose the criteria to the components section of the competence.

EVALUATOR (Who will assess you and how is he/she an expert, i.e. what are the qualifications that make him/her an expert. The assessor must fulfill at least one of the qualifications listed on "Guidelines for Defining the Acceptability of the Evaluator.")

NOTE: You should put as much detail as you can that explains why that evaluator is qualified to judge the competence. The more information about academic degrees, titles, length and type of experience, honors, etc. of the evaluator, the better chance you will have that the evaluator is appropriate to assess the competence and for approval of the competence by the college.

Steps in Writing a Competence Statement

1. Enter subject area.
2. Select one from column B to identify theoretical aspect.
3. Select one from column C (if applicable) to identify practical aspect.
4. If appropriate, select one from column E or use appropriate verb to give complete description of how knowledge is applied.
5. Identify level of competence by selecting one from column A and/or completing D.


KNOWS
A
basic
beginning
fundamental
intermediate
advanced
or
other terms
specifying
level
(Select one)
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B
theory
history
concepts
principles
rules
beliefs
laws
relationships
generalizations
structure
classifications
systems
roles
patterns
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categories
or
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identifying
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write
or
other term
describing how
you use the
knowledge cited
(Select one or more) Optional
(specify
what)
KNOWLEDGE BASE
APPLICATION

EXHIBIT 8

UNIVERSITY COLLEGE, MEMPHIS STATE UNIVERSITY

HOW ASSESSMENT OF EXPERIENTIAL LEARNING IS DONE

1. Assessments of experience for credit are done only for students who have formally applied to the University College and paid the $25.00 Contract/Advising Fee.

2. The student who wishes an assessment to be done prepares a detailed and documented portfolio of his or her adult learning experiences that are to be evaluated.

3. The student's Contract/Advising Committee will assist the student in identifying those competencies in which he/she has had learning experience and help the student to decide which competencies and the number of credits he/she will seek by assessment and which by conventional "Credit by Examination."

4. "Credit by Examination" is used for knowledge and competencies which directly correspond to the content of a regular MSU course.

5. CLEP examinations are also available in general and specific courses.

6. Assessment by portfolio, herein described, is reserved for knowledge and competencies which do not readily fit into the above examination procedures.

7. It is important to note that recommendation on awarding academic credits will be made by the assessment faculty and approved by the Dean of University College and may not coincide with the credits a student is seeking.

8. The faculty member or committee chosen to make a specific evaluation will make the decision as to which technique of assessment or combination of techniques will be used including: Interviews, documentation, observation of performance, examination, etc. If the student's experience that is being assessed lies outside the professional competence of the university's faculty, a faculty member from another institution or other expert would be requested to make the evaluation.

9. After a faculty member has agreed to make the evaluation of a student's experiences in a specific field, the student's portfolio is given to that faculty member, and the student is so notified by letter from the Contract/Advising Committee chairperson and advised to arrange an interview. In those cases where more than one faculty member will be doing the evaluation, it will be the student's responsibility to make any interview arrangements with each. The basic purpose of the interview is to allow the faculty member making the evaluation the opportunity to verify in an appropriate manner the information in the portfolio and to secure additional information from the student or other sources about the experiences described in the portfolio. Also, if there are original works of art, voluminous published materials or other bulky materials to be presented as supporting evidence, these would normally be brought to the interview.

10. The faculty member making the evaluation may seek additional information about the student's knowledge and abilities through the Contract/Advising Committee, or directly from the student, or from persons knowledgeable about the student's achievements.

11. After the faculty member has completed the evaluation, he or she makes a recommendation for or against an award of credit in the form of a letter to the chairperson of the Contract/Advising Committee.

12. When the recommendations from the faculty (one or more) have been completed, they will be forwarded along with the portfolio to the Dean of University College for his review and approval or disapproval.

13. After the Dean's approval has been given, the Records Office is officially notified of the award of credit, and this award is entered into the student's permanent record. The student will be notified in writing by the Dean of the outcome of this evaluation.

14. For a variety of reasons no timetable for completing student evaluations can be set down in advance. In some cases individual evaluations may require as much as six months to complete because a student's experiences fall into several different disciplines, because records are difficult to obtain, and/or because faculty from other institutions must be contacted to make the evaluations. Although every reasonable effort is made to proceed expeditiously, new students should not assume that the evaluation can be completed during the session of their initial registration or during one session proceding the desired time of initial enrollment.

15. "Course" Numbers and Titles for Crediting Assessed Experiential Learning:

UNIV 1900-1999 (in sequence) Introductory Level Experience and Knowledge

UNIV 2900-2999 (in sequence)	Intermediate Level Experience and Knowledge
UNIV 3900-3999 (in sequence)	Advanced Level Experience and Knowledge.

For details see "Procedures for Experiential Learning Assessment in University College."

3.10 What factors should be considered in providing orientation and counseling services for students in extended degree programs?

The above question was raised by Medsker et al (1975) with the following selected recommendations as they might affect experiential learning assessment:

> When mounting an extended degree program, institutions should recognize and consider both the motivational factors and the situational factors which affect the students they wish to serve. For example, students with little or no previous college experience require a preparatory program designed to develop self-confidence and skills, as well as clear educational objectives. These students may also require a more extensive orientation program and closer supervision during the initial stages of their degree work.
>
> An orientation process should be an integral part of any extended degree program. It should enable students to understand:
>
> a) The educational objectives of the program
> b) Options available to them
> c) Their own educational needs
> d) The means by which they can achieve these goals (portfolio, contract design, areas of study, where and how to begin study).
>
> To the extent possible, faculty should be involved in orientation to provide an early link between students and staff, especially in individualized and independent study programs.
>
> Recognizing that some, though by no means all, adults and part-time students often have special counseling needs stemming from certain aspects of their personal situation, such as multiple role responsibilities or long absence from school, each program should design and implement a plan to meet academic, personal, and vocational counseling needs. Furthermore:
>
> a) The counseling program should be on-going, available to students at any time, and structured to accommodate the constraints on their time.
>
> b) Faculty should play a major role in the counseling program, a role greater than the one typically played by them in on-campus programs.

c) Administrative staff and other students can also contribute to the counseling function.

Since faculty are expected to provide considerable counseling, and since academic, personal, and vocational counseling are often interdependent, faculty should have special training to help them assist students, should be prepared to refer students to someone more qualified when they find their expertise in an area is limited, and should follow up on students so referred.[23]

Although in many respects the measures outlined above do not appear to be a great deal different from a traditional counseling and orientation program, it is important to emphasize the fact that the "experienced" adult has problems quite different from the recent high school graduate. The counseling and orientation, the assessment of experiential learning, and the educational delivery system for the completion of the student's degree program should take problems such as the following into consideration:

1. The amount of time the student can devote to the process due to employment and family responsibilities is limited.
2. The goals of each student are usually carefully thought out and quite specific.
3. These students are self-conscious about being in an educational environment due to their long absence from school.

3.11 In what curriculum areas are students most often seeking credit for their experiential learning?

In this writer's 1976 study, the following data was reported:

DCCC applicants indicated that, in their opinion, the discipline area which would bring the largest award of credit would be as follows:

TABLE 6

DCCC Students by Curriculum

	N	%	
Business Management	14	20	
Data Processing	3	4	
Hotel-Restaurant Management	2	3	
Retail Management	4	6	
Secretarial Science	10	14	
Accounting	2	3	
Business Administration	7	10	60%
Administration of Justice	4	6	
Applied Technology	15	21	
Fire Science Technology	1	1	
Liberal Arts	6	9	
Counseling	1	1	
No Response	1	1	

The heavy emphasis in the generic area of business can be attributed to the fact that the first five curricula selected to have competency objectives prepared, and therefore, have criteria available for the evaluation of students, were the first five business-oriented programs listed above. This area, representing 60% of the students applying to the program, can also be more readily identifiable with specific discipline areas within the College.

The large percentage in Applied Technology can be traced to the breadth of the curriculum, as well as to a large concentration of technical industries in the county.

Since the question asked of institutions was open-ended in requesting the single curriculum area for which the greatest number of credits was awarded, this writer has grouped these curricula into broader areas than specifically reported, e.g. management=business. 24

When asked to describe students by curriculum, the postsecondary institutions responding reported the following data:

TABLE 7

National Students by Curriculum

	N	%
Business	15	36
Liberal Arts	11	26
Behavioral or Social Sciences	5	12
Human Services	6	14
Technical	5	12

The results of this section favors the business area probably since, again, work experience can be more easily identified to a specific discipline.[25]

The Metropolitan Consortium of Competence-Based Education has found that:

> A significant portion of the students are already in management--22%, the largest single category. Occupational backgrounds, listed in descending order of frequency are: clerical, social service, accounting, instruction (mostly at the vocational/technical level), sales, labor and supervision of labor, technicians, and law enforcement.[26]

Some institutions have adopted new degree programs with entirely new curriculum requirements for this different clientele. The title given to one such degree program is a "Bachelor's of Liberal Studies." This writer, however, would caution institutions, who might consider moving in this direction, to consider if "different than" is synonymous with "less than." In other words, consideration must be given to the worth of the degree.

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16. Kray, Op. Cit., pp. 36-37.

17. Ibid., pp. 37-38.

18. A Summary, Op. Cit., p. 4.

19. Kray, Op. Cit., pp. 39-41.

20. Willingham, Warren W. and Associates, draft of CAEL Validation Report, Cooperative Assessment of Experiential Learning, Princeton, New Jersey, Fall, 1976, p. V-31.

21. Ibid., p. V-40.

22. Forrest, Aubrey. A Student Handbook on Preparing a Portfolio for the Assessment of Prior Experiential Learning, CAEL Working Paper No. 7, Cooperative Assessment of Experiential Learning, Educational Testing Service, Princeton, New Jersey, 1975.

23. Medsker et al, Op. Cit., pp. 335-337.

24. Kray, Op. Cit., pp. 43-44.

25. Ibid

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CHAPTER FOUR

ASSESSMENT AND EVALUATION OF EXPERIENTIAL LEARNING

Critical to any system of measurement, evaluation or assessment is agreement as to what is to be learned. The processes determining this concept are, of course, paramount in experiential learning assessment. Those factors that must, therefore, be taken into consideration include those content areas to be included in the program as they relate to the institutional mission, the philosophical framework within which the program will be operating, the external pressures, the biases of the faculty and, of equal importance, the clientele to be served.

Since the breadth of this chapter is difficult to delimit, the major focus will deal with the administrative aspects as they affect the implementation of a program of experiential learning assessment.

4.1 How do we define that which the student presents for credit for prior learning? Is it the experience itself? Is it knowledge gained from the experience? Or is it something else?

The above questions were raised by Peter Meyer in May of 1975 while addressing the Drake University Conference on Non-Traditional Study, "Learning in an Open Society: Credit for Experience." His response to these questions are as follows:

> This question must be answered by the faculty-student body before any assessment can begin. Let me offer at least four levels as a beginning guide:
>
> (1) Credit for competency achieved through the experience--This recognizes the fact that some demonstrable competency has been achieved through the experience and that this competency can be directly credited.
>
> (2) Credit for knowledge gained from the competencies achieved through the experience--This is the first level of abstraction and recognizes the student's ability to verbalize and categorize knowledges gained from the experience.
>
> (3) Credit for the analysis of the knowledge gained from the competencies achieved through the experience--This is the second level of abstraction which recognizes the student's ability to analyze knowledge gained from experience in relation to a larger theoretical framework.
>
> (4) Credit for the analysis and synthesis of discrete bodies of knowledge gained from the same or different experiences--This third level of abstraction requires the student to analyze discrete bodies of knowledge and synthesize them into one or more theoretical frameworks.
>
> Regardless of which of these guides is used, the process involved is one of examination; examination of an individual and his experiences by one or more individuals who have a set of standards against which to measure. There is no magic involved, no instant truths, no laying on of hands and declaring a person "educated." Once the process is accepted as an examination process, not unlike so many other examination processes to which students are subjected, much of the skepticism can be removed. One of the

> criticisms of granting credit for life/work experience which I have most often heard for the past eleven years is that the process is highly subjective. (It is interesting to note that this criticism is often raised before any description of the process has taken place!) Before any "mind-sets" are developed about subjectiveness, let us ask ourselves just how "objective" are our normal judgments of the classroom experience. Short reflection upon this will allow us to admit that there is a good deal of subjectiveness, indeed, in our judgments. We need not apologize for this because I believe that it is inevitable--even desirable--that human frailty and fallibility enter into our judgments. In recent years we have attempted to minimize our delusions of complete objectivity and allowed students to participate in the examination and evaluation process. This may not have led to greater objectivity but at least is a more honest statement of where we are.[1]

In the Developmental Experience Program at Central Michigan University, the non-academically accredited learning experiences are categorized as follows:

1. Formal income-producing activities (job skills)
2. Non-academically accredited formal training programs and courses (self-enrichment)
3. Informal learning experiences (personal growth)

The institution concluded, however, that "Actually, these areas are only conceptually distinct; in reality, all overlap and may be mutually enhancing."[2]

Kirkwood (1976), writing on the "Importance of Assessing Learning," said:

> It must be learning that is clearly and demonstrably related to well defined objectives; the credit granted for it must be proportionate to the total balance of requirements established for the pertinent degree or credential; and it must be neither so esoteric as to defy description nor so mundane as to caricature the academic process. Proponents of experiential learning, in other words, are

> appropriately and responsibly concerned about the integrity of credits and credentialing as a means of symbolizing learning not as an end in itself. (c. f. Keeton)[3]

In summary, it can be said that what is being sought is college level learning which bears a rèlationship to curricula and courses or competencies taught at postsecondary institutions.

4.2 What is the relationship of knowledge to experiential learning?

Keeton (1976) writing on the subject, "Credentials for the Learning Society," said: "It has long been recognized that knowledge without experiential content is not truly knowledge."[4]

He went on to say:

> The most effective experience in learning is an experience of what is to be learned or of some relatively faithful approximation of the essentials of the learning sought.
>
> Learning through firsthand experience of full-bodied realities or through simulations of high faithfulness to those realities tends to be expensive. It is costly of time, of other resources, of the coinage in which we pay for their use, and sometimes in risks (as would be the piloting of un utterly inexperienced pilot). Therefore, societies arrive at trade-offs between the effectiveness of educational methods and their costs."[5]

The above statements combine some philosophical concepts of learning with the pragmatic issue of limited resources. In the chapter on "Financing," these ideas will be dealt with in greater detail, (see question 7.4, 7.5, and 7.10).

4.3 What should be the relationship between experiential learning and classroom learning?

Keeton (1976) addressed this issue directly when he wrote:

> . . . in college we focus on credits that are related to hours spent in class, and hence the length of an experiential learning activity becomes important to us. Generally, we assume that it takes more time to learn on the outside than it does on the inside of a classroom, and thus we usually conclude that it should take much more than a year of accepted experience to equal a year of credit. We forget that if the entire activity of a student is examined, even a full-time student is only attending to his formal studies part-time. If we provide credit for work experience, they why should a student who works full-time not receive as much credit as a full-time student? Experiential learning that takes place in real settings for real reasons may be far more multifaceted than campus-based experiential learning, which is usually less than life-size.
>
> In other instances, we determine credit for an off-campus activity on the basis of its closeness of fit with some existing campus course. But the campus course was presumably designed for quite a different purpose than the experiential activity; if experiential learning has unique benefits, we are not recognizing them by comparing its closeness of fit with nonexperiential classroom activities.[6]

Keeton (1976) also said:

> To recognize learning wherever and whenever it occurs, however, requires further advances beyond the current, primitive state of the art of assessing various types of learning outcomes. That art will not progress unless our focus is shifted from the nature and length of the educational activity itself, be it experiential or nonexperiential, to the type of learning outcome desired.[7]

Most practitioners in the field of experiential learning would agree with Keeton's above statement, but are posed with a real dilemma. On the one hand, they would like to accept the learning as outlined above, yet they are faced with the real issue of institutionalizing the program, and there is the rub. Most programs of this type when introduced into a traditional institution are processed through a faculty committee on academic affairs. The faculty who sit on these committees are usually singularly discipline-oriented. It is difficult, therefore, to convince existing faculty that a system can be established that would recognize all learning regardless of where, when, or how it took place, and most important, regardless of what was learned.

The compromise solution, in most traditional institutions, is either to develop a program whereby a student's experiential learning is measured against existing course content or to establish a competency-based system.

Minnesota Metropolitan State University had the advantage of being established as a competency-based institution with one of its missions being to assess experiential learning. The following statements concisely place their position into perspective:

> ...the college does not feel that it is either necessary or desirable for it to sponsor all the learning-teaching situations from which students may profit.
>
> ...we expect our graduates to have demonstrable competencies. We expect to assist them in this process of acquiring those competencies. But the basic issue is the acquisition of the competencies--not where they acquire them, how they acquire them, or from whom they acquire them.[8]

4.4 How does experiential learning differ from information-assimilation?

Coleman (1974) said that experiential learning proceeds in almost reverse sequence from information-assimilation. It does not use a symbolic medium for transmitting information, and information is in fact generated only through the sequence of steps themselves. The steps are:

1. Acting
2. Understanding the particular case
3. Generalizing
4. Acting in a new circumstance

In characterizing properties of experiential learning, Coleman made the following points:

1. It is time consuming.
2. It is not at all effective when the consequence of action is separated in time or space from the action itself.
3. When consequence is perceptibly connected to action, then such experiential learning provides a direct guide to future action. There is no hurdle from a symbolic medium to action, but only modification of the action to fit the circumstances.
4. It is likely that the bypassing of symbolic media is responsible for the frequent observation in experiential learning that the student does not perform well on paper and pencil tests, although in observation of his behavior, he appears to have learned the phenomenon well.
5. Contrasted to the information-assimilation mode, in the experiential mode of learning, motivation is intrinsic. Since action occurs at the beginning of the sequence rather than at the end, the subjective need for learning exists from the outset.
6. The weakest link in the experiential process of learning appears to be in generalizing from the particular experiences to a general principle applicable in other circumstances.
7. Experiential learning appears to be less easily forgotten than learning through information-assimilation.[9]

What Coleman, of course, is describing is the difference between deductive and inductive learning. In the information-assimilation model, the learner builds on a theoretical base and proceeds toward the action phase of the process, in many cases not knowing what that action is going to be. In the experiential learning model, the action and the learning are simultaneous or even possibly the action taking place prior to the learning.

4.5 What system should be used for organizing an individual's prior learning experience?

The systems in practice today are quite varied in their approaches to crediting prior learning. They range from using the existing college catalogue with the courses within each curriculum providing the criteria all the way to using no courses but replacing them by eight basic competencies (Alverno College, Milwaukee, Wis.), which have six levels of attainment. (See question 4.13 for a more comprehensive description of competency-based education.)

Either extreme is fraught with problems since in the former the learning is restricted to the "course requirements", whereas, in the latter, acceptability by employers and graduate schools may be a problem.

The competency-based movement, however, appears to be taking hold in experiential learning assessment wherein an institution defines the generic (basic) competencies it wishes its students to possess, which are further expanded in the definitive (global) competencies and more precisely spelled out in enabling (educative) competencies.

Most of the current literature on the topic of time-shortened degrees speaks of competency-based education as the direction of the future. The spiraling of grade point averages has also had an impact in this area with a cry from some quarters to have some form of measurement that will relate to what an individual can do.

In this writer's 1974 study of 80 institutions assessing experiential learning, the responses outlined below gave indication that a competency-based system was used in more than a third of the institutions assessing experiential learning:

Criteria used to measure experiential learning--

33% - Specific courses in college curricula
35% - Competencies
24% - General evaluation of a person's background
8% - Miscellaneous[10]

In CAEL Working Paper No. 1 titled, Current Practices in the Assessment of Experiential Learning, Willingham et al (1974) state:

> On the question of what specific competencies or outcomes are linked to prior experiential learning, the practice varies with the basic approach of the institution. If the institution awarding the credit takes a competency-based approach to its program, as in the case of Minnesota Metropolitan State College, then the student seeking prior learning credit is asked to conceive of his experience in terms of competencies. If, on the other hand, the institution attempts to relate the credit directly to courses, or even to blocks of course credit, there is less likely to be an emphasis on competencies. In these cases the outcomes of the experiential learning are likely to be viewed in terms of general education or skills or equivalencies to particular courses. For example, a person who had spent a number of years as a policeman might be given credit for several beginning courses in police science and administration rather than to attempt to discern what competencies ralted to police work he had attained as a result of his police experience. A competency-based institution that emphasizes individualized degree programs might first ask the student to develop or provide a listing of the competencies required for a major in police science and administration and then relate his experiential learning to the competencies identified.
>
> Those institutions that have developed a competency-based curriculum incorporate into and define the curri culum with such general competencies as their eight from Alverno College (each

specified at six levels in great detail):

1. Develop effective communications skill.
2. Sharpen analytical capabilities.
3. Develop workable problem-solving skill.
4. Develop a facility for making value judgments and independent decisions.
5. Develop facility for social interaction.
6. Achieve understanding of the relationship of the individual to the environment.
7. Develop awareness and understanding of the world in which the the individual lives.
8. Develop knowledge, understanding, and responsiveness to the arts and knowledge and understanding of the humanities.

Another somewhat similar example is that of Mars Hill College:

1. A graduate of Mars Hill College is competent in communication skills.
2. A graduate of Mars Hill College understands the major characteristics of social-behavioral and life-physical scientific knowledge and can adequately utilize that knowledge in acquiring and assessing scientific conclusions.
3. A graduate of Mars Hill College understands, through participation and reflection, some of the artistic and esthetic dimensions of human experience.
4. A graduate of Mars Hill College has an understanding of the major values of his own culture, the major values of one alternative culture, and has analyzed relationships between them.
5. A graduate of Mars Hill College is proficient in self-knowledge.
6. A graduate of Mars Hill College has a consciously examined statement of his own guiding assumptions which include, among others, his own history, ultimate values, and sense of reality.
7. A graduate of Mars Hill College is competent in an area of specialization.

All institutions--even those without any emphasis on competency-based education face the same problems of specifying what the student is expected to get out of an experiential learning activity. This is true in designing sponsored off-campus programs as well as deciding whether a particular student has achieved a creditable skill prior to enrollment. Identification of competencies involved in a learning situation bears an obvious and critical relation to assessment that works both ways. Verifying that competencies have been achieved requires adequate assessment; it is not possible to assess until one knows what competencies to assess. A

> principal problem lies in the fact that many programs for crediting experiential learning are not based upon a clear conception of the particular competencies that have been are are to be achieved. In turn this seems partly due to a lack of appropriate models for analyzing different types of learning situations and the competencies they normally involve. This process of identifying competencies is closely linked, in theory and practice, to the process of assessment as considered in the following sections.[11]

It must again be emphasized that each institution must consider the context in which it develops a program of experiential learning assessment in light of the biases and prejudices of the faculty and administration. In other words, the faculty and administration must feel confident that the particular system that is established meets the needs of students and has enough safeguards to protect the integrity of the degree to be awarded.

4.6 What assessment system is best for assessing experiential learning?

The literature and practice of institutions presently assessing experiential learning support a multiplicity of techniques in assessing experiential learning. Forrest et al (1976) (c.f. Keeton)[12] and Knapp and Sharon (1975)[13] support this proposition indicating that several measurement techniques can and indeed probably should be used to measure a single learning outcome. In short, no one assessment technique would be appropriate in the development of a program involving individualized assessment of prior learning.

Those techniques which are explained fully in the CAEL publication, A Compendium of Assessment Techniques are as follows:

1. Performance tests
2. Simulations
3. Essay Examinations
4. Objective Written Examinations
5. Interviews
6. Self-Assessment
7. Ratings
8. Product Assessment[14]

A ninth category mentioned in most of the literature and subsumed in many of the above techniques should be added, however, and that is "Portfolio Review" which is a process of reviewing documentation prepared by a student as evidence of his/her prior learning.

The overriding concept, however, which must be paramount is that no matter which grouping of assessment techniques are to be used, we must accept the fact that "each individual's learning experiences are unique" and that the measurement(s) of the learning experience should be appropriate for what we are attempting to measure.

In this writer's 1974 study, the 80 cooperating institutions gave a total of 374 responses with reference to the variety of techniques used to assess experiential learning. The mean average of number of techniques used was 4.6 with the distribution as follows:[15]

TABLE 8

Techniques Used by Institutions to Assess Experiential Learning

	N	%
Formal examination	52	14
Faculty interviews	60	18
CLEP	51	14
Documentation	78	21
Letters of Testimony	56	15
Job Descriptions	56	15
Observation of performance	8	2
Consultant Interview	2	.5
Miscellaneous	3	.5

Minnesota Metropolitan State University utilizes the student-directed approach to assessment with the student considering the options and determining the technique(s) to be used. Of course, there is a great deal of assistance provided to the students in preparing for an assessment. An edited list of the techniques is outlined below:

1. Interviews may be conducted by one or more examiners or interviewers and may involve one or more examinees. Questions or problems may be stated in oral or written form but the responses by the student are oral. In a group interview, several students are expected to respond both to the questioners and to one another.

2. Written Tests

   a) Objective Tests are usually, though not always, "pencil and paper tests" composed of questions or items for which there is only one correct answer. The form of an objective test may be (1) true-false, (2) multiple choice, (3) completion or (4) matching.

   b) Essay Tests are characterized by the presentation of questions or tasks to which the student responds by organizing and writing an answer. Some written tests are based on the student giving written responses to situations presented on audio or video tape.

3. Performance Tests are designed to assess a student's skill in performing a particular task. Frequently, published performance measures can be employed, e.g., typing and shorthand tests, listening tests in music, and conversation tests in foreign language. Alternatively, an expert may construct a performance test.

4. Situational Observation involves planned assessment of the student in a natural setting. A rating scale used by competent observers may facilitate the recording of items to be measured. The use of video and/or audio tape recordings may facilitate this approach. For examples of rating forms applicable to internships and field experiences, contact the MMSC Director of Internships.

5. Simulation Games require that the student's responding behavior take place in a situation that has been constructed to be as near as is practical to a natural or conceived situation. Such games differ from performance tests primarily in complexity; often a constellation of skills, knowledge, and attitudes is required. Observations and judgments are made by examiners of individual and/or group behavior.

6. Product Assessment involves the examination by competent professionals of actual productions of students: term papers, diaries, paintings, plays, poems, musical compositions, and other projects and work samples. Standardized rating scales are generally not available. On request of the student, the college will construct a rating scale based on criteria suggested by experts.[16]

Forrest et al recommended the following three assessment tools when choosing methods and instrumentation for experiential learning:

> ...the use of a portfolio system to support and document a student's claim to learning and to insure adequate communication among those involved in the assessment process, particularly in assessing nonsponsored learning; the embedding of specific measurement techniques in the portfolio process that are selected from the full range of procedures currently available; and the development of a narrative transcript to communicate assessment results more adequately to interested parties, both within and without the institution. (c.f. Keeton, 1976)[17]

The multiplicity of techniques concept is being used in a new project being conducted by the American College Testing Program titled the College Outcome Measures Project (COMP) funded by the Fund for the Improvement of Postsecondary Education (FIPSE). The COMP project is attempting to identify and assess those general education competencies common to any degree program, and current plans include student assessment using a variety of assessment modalities.

4.7 Do colleges offer courses or seminars to assist students in the preparation of the documentation of their prior learning experiences?

The Reverend Woods study indicated that 37 out of 96 institutions offered some form of formal course, seminar or tutorial, 19 of those institutions required students to take this program, and 13 institutions awarded credit for it.[18]

At Lakewood Community College in White Bear Lake, Minnesota, the course description for this process is as follows:

> Individualized Educational Planning Courses (IEPC) -CBE 116
>
> This course is specifically intended for the student who wants to design an educational plan that is flexible, individualized and competency-based. Special attention is given to the identification of learning goals, learning methods that can be used to meet these goals and evaluation techniques. Students will be expected to write an educational plan. This course is required for students who seek admission to the Competency-Based Education Program.
>
> Objectives of IEPC
>
> 1. To teach the basic tenets of CBE at Lakewood and how students can apply them to the designing of an individualized Degree Plan.

2. To define competence and the meaning of the five competence areas as contexts for educational planning.
3. To teach program development in relation to the acquisition of specific competences and to the achievement of one or more life goals.
4. To teach students how to analyze their prior experiences to determine competences already gained from these experiences.
5. To teach students how to provide adequate evidence of competence gained.
6. To teach students how to determine learning strategies appropriate to goals cited and to the student's life situation.

IEPC Competence

Knows, can apply and evaluate the basic educational concepts of competence-based, community-based, student-designed higher education.[19]

It should be noted that this course is concerned with an individualized competency-based program and, hence, includes much more than simply the preparation for the documentation of prior learning.

4.8 What documentation is appropriate as evidence of prior experiential learning?

Many institutions use documentation as only one phase of the assessment process. Faculty interviewing the student on areas of learning represented by the documentation are most often used to verify the depth of the learning or to see to it that the student has met the criterion standard established for that competency.

Examples of documentation presented are as follows:

Job descriptions

Letters of testimony

Certificates of achievement

Products (art, sculpture, etc.)

Computer programs

Business records

Tax records

Layouts

Displays

Audio tapes

Video tapes

Needless to say, the above is only a partial listing of the various types of documentation that are possible. The imaginations of the student and the evaluator should probably be the only restraint to the variety of possibilities.

4.9 When should credit be awarded for experiential learning?

Most institutions require that students formally apply to the college and pay the appropriate application fee so that transcripts and other records can be recorded. Some schools also require that the students proceed through the normal admissions criteria including SAT scores, high school transcripts, and similar criteria. These institutions, however, are in the minority.

Most programs of experiential learning assessment place a heavy emphasis on counseling to help students clarify their goals before any formal assessing is conducted. The reason for this is rather obvious since it will bring the experiential learning clearer into focus and allow students to better articulate past learning with future goals. Following their counseling, the documentation phase usually takes place followed by the evaluation, whether it be by course or competency, and the transcripting of the learning, whether it be a narrative description or standard transcript and with or without credit hours. The question of transcripting will be outlined in another section of this sourcebook, (see question 6.7, 6.9, and 6.10).

At this point in the process, the educational plan for completing the degree requirements is usually outlined (assuming that the student did not meet the degree requirements totally through prior learning). At Delaware County Community College, a timetable is also established so that the student has a goal. This timetable is usually established in the counseling session by the student with the concurrence of the counselor.

One interesting method of awarding credit for prior learning is conducted at the College of St. Rose in Albany, New York where the assessment of experiential learning is conducted upon admission to the College; however, the formal award of credit is not transcripted until the student completes an entire degree package. Although there would appear to be some philosophical problem here, this approach does insure that the individual will remain at that institution to complete his/her degree requirements.

4.10 What should be the relationship between time spent in an experience and learning?

There are institutions that have developed formulas attempting to equate longevity in a particular experience to academic credit. Needless to say, this would simplify the crediting process but is fraught with problems. Simply stated, the cliche that best responds to proponents of this concept is "has the person had twenty years of learning experiences, or one year of a learning experience twenty times?" Forrest et al confirm this concept when they write:

> The dangers, however, of allowing experience to substitute for outcomes are great and far outweigh the ease of using time spent as a benchmark for assessment. One danger involves the loss to the student of a valuable learning exercise--the translation of past experiences into learning, competence, or achievement. Listing years spent in an activity and describing the functions performed in service of that activity is an educationally empty task. One must learn from the past in order to build and plan for a more educationally effective future. Another danger involves fairness and adequacy in assessment. How can an assessor justify his evaluation of the learning outcomes of an experience without any initial evidence, record, or expression of what was learned from an activity or experience?[20]

One institution that does attempt to equate time to academic graduate credit is Central Michigan University using the following formula:[21]

A. The following guidelines roughly equate credit and practical work experiences:

18 to 24 months = 1 credit hour
25 to 36 months = 2 credit hours
37 to 60 months = 3 credit hours
60 months or more = 4 credit hours

B. With regard to community or personal practical experiences, the following equation should apply:

36 to 48 months = 1 credit hour
49 to 72 months = 2 credit hours
72 months or more = 3 credit hours

C. Training experiences, either as individual courses or as related combinations, should be equated as follows:

24 to 36 clock hours = 1 credit hour
37 to 47 clock hours = 2 credit hours
48 or more clock hours = 3 credit hours

As explained in the earlier section of this question, the writer does not support this approach. It should be noted that CAEL has also taken a strong position opposing credit awarded on the basis of time.

4.11 Is there any data available on the average number of credits awarded by institutions assessing experiential learning?

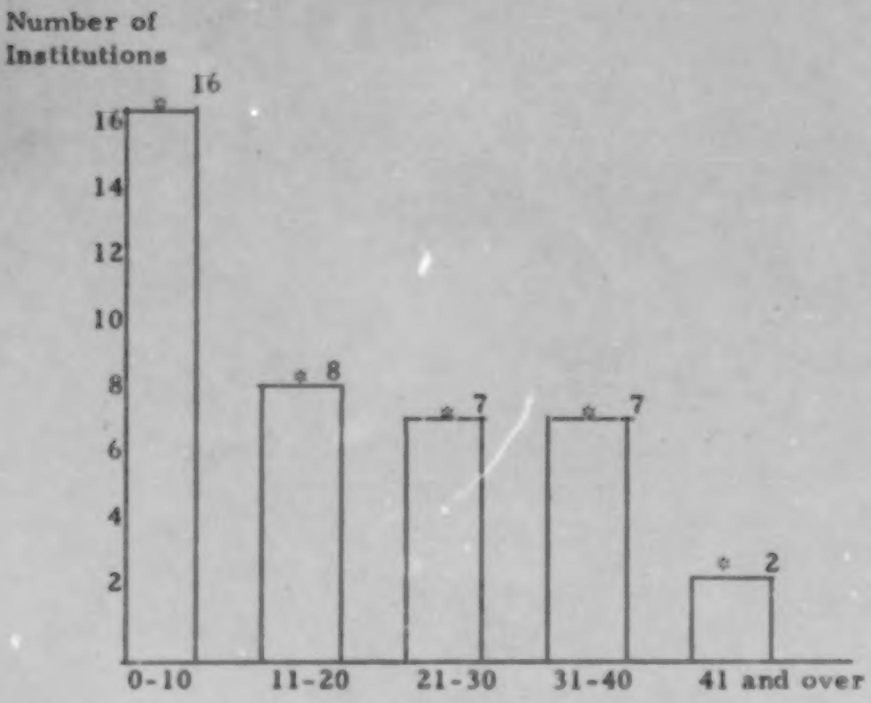
In a 1974 study conducted by CAEL of 266 institutions, 60% awarded 10 credit hours or less per student on the average. However, 14% awarded an average of more than 30 credit hours per student.[22]

In a 1976 study of 40 institutions, this writer found the mean average per student to be 20 credits; however, 16 of these 40 institutions reported an award of 10 credits or less per student and only 2 institutions reported an average credit award in excess of 41 with the range being from 3 to 70 credits.

The following table portrays the data as follows:[23]

TABLE 9

Average Award of Credits of
40 Reporting Institutions



In the 1975-76 academic year at Delaware County Community College, almost 200 students were assessed with the average credit award being 12 per student.

4.12 Are there any limitations on the "age" of the experience?

The vast majority of institutions with experiential learning assessment programs place no limit on when the learning occurred in an individual's lifetime. This is consistent with the non-traditional studies concept of not caring "where, when and how" the learning has occurred.

At Central Michigan University, however, the experience must have occurred within the last seven years stating that "technological and social change outdate the relevance of most experience in terms of their applicability to a contemporary college degree. This limitation is consistent with the time limit for transferring academic credit."[24]

4.13 Since many programs involving experiential learning are competency-based, what determines if a program is competency-based? Are there examples available?

Richard L. Ferguson, Assistant Vice President of the American College Testing Program, provides the following as descriptive criteria:

> 1) They require detailed specification of the competencies to be attained (and I place no restriction on how precisely or broadly those competencies are defined).
>
> 2) In the event that the competencies have not already been attained, they identify and/or provide the instructional means or learning resources for individuals to acquire the competencies.
>
> 3) They provide valid means for assessing and evaluating whether or not an individual has attained the specified competencies. These processes occur without regard for the manner in which the competencies are acquired.[25]

In Appendix D, there is a sample of a "Competency-Based Education Draft Degree Plan" as used at Lakewood Community College in White Bear Lake, Minnesota. This plan includes the student's educational goals statement, a balance sheet listing credits awarded for prior academic experience and prior learning, and the draft degree plan for each competence being sought. In this latter document, are indicated the following:

1. Past or future competence
2. Type of competence
3. Title of competence
4. Statement of competence
5. Strategy for competence
6. Assessment of competence
7. Assessment technique(s) used
8. Criteria
9. Evaluator, Title, Qualification

Although, as mentioned earlier, competency-based evaluation is not the sole system for assessing experiential learning, it is the most prevalent, and in this writer's opinion, it is the system that lends itself most readily to the concept.

4.14 There are some colleges who use competencies or skills and knowledge, usually in individualized degree programs, who do not use credits. How do these institutions deal with learning acquired in courses at other institutions?

Most of these colleges accept the learning at face value based on the evaluation of faculty at that institution. At Antioch College/West, as stated in Primer: A Guide to the Antioch/West Degree Process, the following statement appears under the heading, "Past Learning: Special Considerations":

> Now this may seem contradictory to you: that we say we recognize learning which may occur in any setting, yet we seem to give preferential treatment to college-credited learning because we do not require that it be demonstrated in writing. Well, our present reasoning here -- and this is undergoing serious reconsideration to eliminate the contradiction -- is that we can assume the acquisition of skills and knowledge on the basis that another institution granted credit pursuant to their own evaluations of your learning in the stated areas: that, in effect, your learning activities are already deemed "documented" on your college transcript. Nevertheless, your degree committee should examine your transcript course by course, then they should determine, through their discussions with you on what and how you learned, that these courses are sufficient to your Degree Plan. Then, and only then, may they be accepted as contributing to your Antioch/West degree program.[26]

The dilemma, of course, is political in nature since non-traditional institutions must live in a traditional environment and make certain compromises for the benefit of students.

4.15 In the identification and verification of work competencies, what role can be played by the student's supervisor at his/her place of work?

In the CAEL Validation report of field research which raised this question, the studies "...strongly suggest that student's work supervisor corroborate student's claims regarding the activities on the job. There is good reason to believe that task inventory checklists by which the student describes his or her work experiences yield accurate and authentic information."[27]

The above statement, combined with some movements within the field of using non-faculty assessors either individually or in committees, seems to indicate assessment by the student's supervisor to be a growing trend in experiential learning assessment. This concept of "third party assessment" is one that must be looked at cautiously if viewed as a complete system vs. faculty assessment. Some colleges have merged the two concepts successfully, e.g. Community College of Vermont, but a traditional institution may have difficulty if it attempts to circumvent its faculty.

4.16 What precautions should be considered in identifying and developing techniques for competency evaluation?

Ferguson offers three concerns:

> 1) Although it is possible, in some instances, to use standardized paper-and-pencil tests for the assessment of competencies, most instruments available are inappropriate for such purposes, either because they are inadequate for assessing the competencies or because the competencies cannot properly be assessed by paper-and-pencil tests. Attempts to adapt most commercial instruments for use in evaluating competencies will likely prove counterproductive and frustrating.
>
> With the award of credit on the basis of demonstrated competency without regard for where or how the learning has occurred (e.g., experiential learning) gaining wider acceptance, many educational institutions have understandably looked to existing assessment instruments in hopes that they could aid in some aspects of the competency evaluation process. Instruments like the College-Level Examination Program (CLEP) have been used in this capacity, particularly in the assessment of competencies which are relatively academic in character. Although tests like the CLEP can sometimes be of immense value, considerable caution must be exercised by educational institutions to insure that the scope and content of the instrument used to confer a "badge of competency" are consistent with the skill(s) that define the competency. That is, the key criterion for determining whether or not an instrument is suitable for certifying a competency should be the degree to which that instrument actually assesses the skills which define the competency.
>
> A major problem with nearly all nationally-constructed examinations is that, for economic reasons, they are designed to appeal to as wide a user audience as possible. Thus, they may be too general in their content to be of valid use in competency-based programs

where the skills and competencies are very precisely defined. Consequently, an effort must be made to avoid what I shall refer to as the "Procrustean Pitfall." You will recall that Procrustes was a legendary robber of ancient Greece, who, when robbing his victims, forced them to his bed. Once there, if the height of his victims did not match the length of his bed, he took a rather extreme course of action. If they were too tall, his remedy was to cut off their legs, thus adapting them to the length of the bed. If they were too short, he would stretch them until they fit the bed. I would have you draw an analogy between Procrustes' bed and most standardized tests, both of which are of fixed length and structure. Just as the suffering of Procrustes' victims was limited if they fit his bed, little damage is done to the individual being evaluated when the test is a fairly good fit for the competency or competencies being assessed. The danger lies in the insistence on using tests which are only minimally related to the competencies being evaluated thus forcing the test to serve an inappropriate role. Those involved in the certification of competencies have the obligation to validate the assessment instruments they use and to avoid using inadequate measurement devices.

2) Solutions to problems associated with competency assessment and evaluation are unlikely to come solely from measurement experts. Neither are practitioners alone apt to solve the substantial number of problems with which they are confronted. Rather a close allegiance between testing specialists and practitioners will be required to solve the important problems.

The assessment of competencies, whether those competencies are acquired either before or after enrollment in a college, requires the development and refinement of a whole new measurement expertise, one relying primarily on criterion-referenced measurement rather than on traditional norm-referenced measurement. By criterion-referenced measurement, I refer to instrumentation which yields measurements that are directly interpretable in terms of an individual's performance on a specified set of tasks (or competency). That is, emphasis is placed on whether or not the individual can demonstrate his or her proficiency in the skills which define the competency rather than on how he or she performs in relation to some norm group. This need for criterion-referenced measurement has only recently come to gain some prominence in education. Therefore, a theory for this type of assessment is just beginning to emerge.

The preceding fact, coupled with the diversity of the types of competencies to be assessed, the latter being limited only by the imagination of educators and students involved in programs which

> require competency certification, presents a problem of staggering dimensions to those engaged in the development of assessment procedures. The solutions to these new assessment problems almost certainly must come from a joint effort by both practitioners and measurement experts. Presently, both of these groups have many more questions than answers before them about how to assess the various types of competencies and how to do it in ways that are both valid and tractable.
>
> 3) ...existing competency-based education programs are characterized by their diversity. Although this diversity is a strength, it also presents problems to those faced with day-to-day operation of the programs and especially to those who would try to devise solutions to problems of measuring competency. Given the pressing need in this area, the temptation is to seek a neat little package of assessment procedures and/or techniques which can be applied across the board in competency-based programs. While such an approach may eventually prove productive, it is my opinion that we are much too early into the competency-based movement to commit our resources to the design of any one such package of procedures. Moreover, great caution should be exercised to avoid the development of an assessment orthodoxy, one which would in any way limit the constructive exploration of new measurement techniques and procedures or in any way inhibit the investigation of alternative non-traditional methods of education.
>
> It is hardly a secret that educators are highly experienced in the art of institutionalizing programs and practices.[28]

It is quite apparent that the assessment of experiential learning for the award of academic credit is a complex issue whatever the system to be employed, i.e. competency-based or some other system. The critical point is attempting to develop valid and reliable measures that do not constrict the imagination and creativity of the faculty in making judgments about the quality of the learning. It is interesting, of course, that we assume that tests and examinations of students in our traditional courses are valid and reliable and predictors of success when we all know that this is far from the truth.

4.17 In competency-based language, the terms assessment and evaluation are used. What is the difference?

Ferguson provides us with the following distinction:

> Assessment provides information about the performance of an individual with respect to some competency. Evaluation occurs when this information is used to judge whether or not the individual has attained a satisfactory level of the competency.[29]

Ferguson emphasizes this distinction with the following statement:

> Educators involved in competency-based programs must come to recognize the competency evaluation involves not only assessment, but also the specification and implementation of criteria for making value judgments about the status of individuals seeking to be certified competent in some area. Both of these processes, developing valid assessment procedures and determining the criteria which will serve as the basis for evaluation of a competency, are central to the credibility of competency-based education. Without them, little or no confidence can or will be placed in the competency certification process.[30]

4.18 When evaluating a course taken either at a non-accredited school or under the auspices of a non-collegiate organization, what should be the criteria used to determine if the course is "college level"?

Several colleges, in addition to relying on the program sponsored by the American Council on Education (ACE) dealing with military education programs[31] and their Project on Non-Collegiate Instruction[32], ask the question as to whether this course is essentially the same as, or quite similar to, the typical course offered at public or private institutions in their area or the country. Several schools also use faculty committees to review course content, evaluation procedures, and the like, prior to making a recommendation.

At Thomas A. Edison College, the following two methods are used to ascertain whether a course is "college level": (1) develop end-of-course test instruments, or (2) accept the recommendations of a national organization recognized by the College such as the American Council on Education.[33] Under the first method (Group Assessment Program), two criteria are used to determine if a course is "college level":

a) Similarity of a proposed course with existing "typical" courses in the same area or field of study;
b) If there is no similar course in existence, then the determination would depend on whether or not the course presupposes or requires skills possessed by bona fide graduates of secondary schools as determined by the faculty assessors.[34]

For a long time, it was felt that accrediting agencies would frown on this type of activity, but in recent years the attitude of these agencies has changed so long as each institution has clearly defined procedures for evaluating each course. This topic will be expanded in greater detail in the chapter titled, "Other Agencies and Institutions."

4.19 How do you resolve the dilemma of your institution accepting at face value credits for learning that may have been acquired at another postsecondary institution 6 or 7 years ago (which probably has been forgotten) yet you require students who are seeking experiential learning assessment to have this knowledge and understanding of subject matter current?

This dilemma is one that will probably never be resolved unless we go to a totally competency-based system in all of higher education due to the long accepted practice of transferring credits between institutions. As a matter of fact, this problem will probably be compounded as the trend to do away with the "aging requirement" (usually 8 years) begins to take hold.

The caveat that must be emphasized, however, is not to award credits twice for the same learning, i.e. transfer of credit from another institution as well as experiential learning.

4.20 Following the assessment of experiential learning, what educational delivery systems are used by institutions to have these students meet degree requirements?

A recent study by this writer of 39 institutions reported the following:

> Table 10 depicts the number and percentages of institutions utilizing the variety of delivery systems. As expected, all (100%) utilize traditional campus-based courses; whereas only 7 (18%) use correspondence type programs, and 14 (36%) use television-based courses.
>
> Table 11 indicates that the majority use a multiplicity of delivery systems with only 5 institutions (13%) using a single system of traditional campus-based courses.[35]

TABLE 10

Delivery Systems Used by 39 Reporting Institutions Following the Assessment of Experiential Learning

	N	% of Reporting Institutions
Traditional campus-based courses	39	100
Individual Study programs	30	77
Correspondence courses	7	18
Field-based Education	24	62
Television courses	14	36
Traditional courses -- located near home	22	56
Traditional courses -- student's place of employment	13	33

TABLE 11

Number of Delivery Systems Used
by 39 Reporting Institutions

No. of Delivery Systems	No. of Institutions	% of Institutions
1	5	13
2	5	13
3	8	21
4	6	15
5	6	15
6	7	18
7	2	5

By observation, it can be noted that 87% of the institutions responding to this survey used two or more delivery systems following the assessment of experiential learning. This fact is not startling when you consider that most non-traditional programs attempt to tailor the learning strategy not only to the content to be learned but in many cases to the individual student's needs.

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CHAPTER FIVE

ORGANIZATION AND ADMINISTRATION

The delivery system of experiential learning assessment to be used will be determined to a great extent by the leadership exerted by the administration of the postsecondary institution. The planning process, the delineation of responsibilities, and the functions of control and evaluation are but a few of the concepts that must be taken into consideration.

One of the major functions of this leadership process will be to gain broad institutional support through the input and involvement of all sectors of the college community including faculty, students, administration, board of trustees, and public at large.

5.1 In the planning, initiation, and evaluation process, what are some major considerations that require attention?

Gould (1973), as chairman of the Commission on Non-Traditional Study, said that appropriate alterations in patterns of governance should be considered when non-traditional arrangements become significant either within an institution or among institutions. Another major point made by Gould was that the support of boards of trustees or regents, commissioners and other administrators, faculty senates and controlling committees, and student organizations should be actively sought in any efforts to introduce non-traditional forms into existing institutions.[1]

Allen (1971) stated the following premises to be of primary importance in evaluating the options for a structure to implement an external degree program in Massachusetts:

1. Provide the highest degree of flexibility of operation.
2. Insure the maximum use of existing education structure.
3. Respond to the widest range of potential students.
4. Design an organizational pattern that will serve to enhance the credibility, prestige and reputation of the program and its degree.
5. Encourage opportunity for innovation.
6. Provide maximum protection from undue influence and content of partisan politics and special interests.

7. Consider the short-range question of the program's place in the present organization of public higher education, but also the long-range possibility of a reorganized state structure for all of public education.[2]

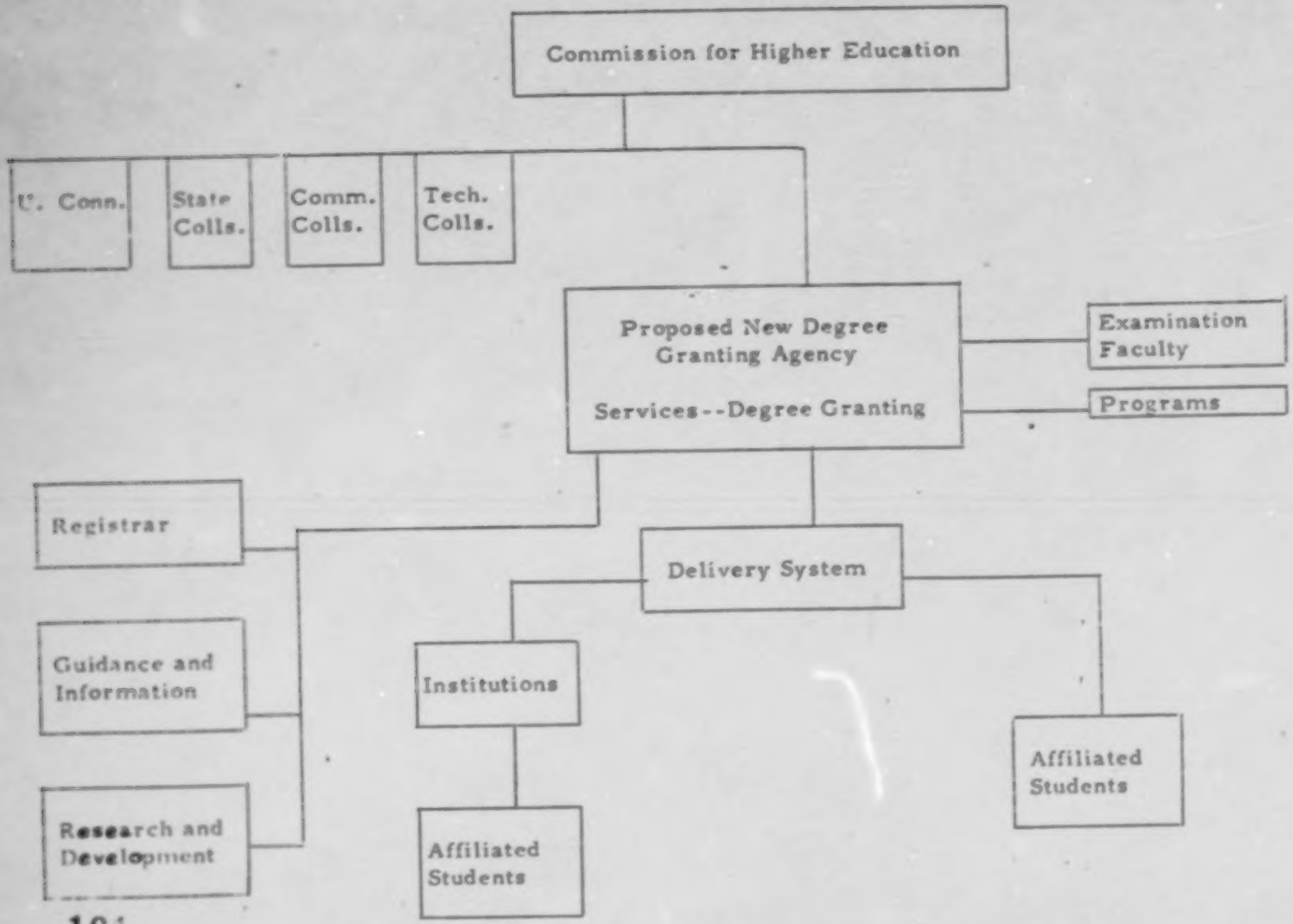
In Connecticut, the Commission for Higher Education (1973) recommended that a new constituent unit within the state system of higher education should be created. This unit, with its own board of trustees, should have authority:

(1) to award undergraduate degrees on the basis of examinations and transfer of credit;
(2) to award credit for learning on the basis of demonstrated competency without regard to how it was achieved; and
(3) to provide services necessary to implement its functions as a degree and credit granting agency.

Under the heading, "Location and Number of Institutional Units," the Commission stated that in view of the very recent movement to establish external degree programs and open universities, it is urged that there be provision in the Master Plan for further study of the impact of these innovations on patterns of enrollment so that estimates of need for new institutions and for changes in existing institutions may be modified accordingly.

The organizational concept of the Connecticut study is illustrated in Exhibit 9.[3]

EXHIBIT 9


Commission for Higher Education
U. Conn.
State Colls.
Comm. Colls.
Tech. Colls.
Proposed New Degree Granting Agency
Services--Degree Granting
Examination Faculty
Programs
Registrar
Guidance and Information
Research and Development
Delivery System
Institutions
Affiliated Students
Affiliated Students

The Commission on External Degree Programs at the Pennsylvania State University (1972) recommended that committees within the institution be established to investigate setting up the assessment of experiential learning programs.[4]

Speaking on the development of a model, Houle said that he did not think a prepackaged plan could be developed by any institution and that perhaps the best way to get started was to appoint a faculty committee and see what happens (c.f. Burns and Pfleger, 1973).[5]

Gould (1973) noted that in meeting with collegiate groups the Commission on Non-Traditional Study found them each to have lively and distinctive ideas, not only about what is going on, but also about how the future should be shaped. For example, large-scale multi-campus institutions have shown a great deal of interest in external degrees and other forms of non-traditional study. So far, each campus has usually been encouraged to try innovative practices with perhaps some sympathetic attention from the chancellor at budgetmaking time. Then the non-traditional methods that succeed can be spread to the whole system and, in time, widely diffused. An alternate policy, however, would be to identify one campus as the center of experimentation, thus concentrating and focusing innovation while allowing other campuses to go their own way.[6]

Houle (1973) said the idea for a specific external degree program may spring from almost any quarter: a politician, a university board member, an administrator, an instructor, an entrepreneur, a member of a pressure group, or a potential student. If the idea is to be taken seriously, either its originator or somebody else must design a program which fully considers policies of admission, teaching, evaluation and certification. Often this process is repeated several times as other individuals and groups review the proposed program.[7]

Houle (1973) further noted one dean who asked for 18 months lead time and was given none. He quotes the administrator as follows, "I think the pattern is that we have a couple of hundred years developing a tradition and then we're presumptuous enough to try to turn the whole thing around in a year and expect everyone to function on a completely different basis. If you express it, you get all sorts of denials that anybody expects that of you, but in fact they do."[8]

This broad question is dealt with clearly and succinctly by Medsker et al and is herein outlined by sub-questions and summaries in its entirety:

> In anticipation of formal planning activities, what factors should be considered before embarking on the development of an extended degree program?
>
> 1. Before embarking on extensive, formal planning efforts, the initiators of a program should consider:
>
>   a) The goals they wish to accomplish with respect to clientele needs and, perhaps, institutional reform (for example, change in residency and other requirements in existing institutions).
>
>   b) Institutional or structural options, including, where appropriate, development of a new institution, unit, or interinstitutional mechanism.
>
>   c) Potential access to both financial and real resources (for

example, faculty, support services, etc.).

d) Internal institutional conditions, especially the mission and traditions of existing institutions, institutional receptivity to offering an extended degree program, and the institution's capacity for initiating and maintaining such a program.

e) External environmental conditions, including the attitudes and policies of state coordinating and legislative bodies, state budget officers, legislative bodies, and other fundamental legal restrictions. Also to be considered are extended degree programs offered by other institutions within the state of geographic area.

2. New programs addressed to the learning needs of adults rarely survive unless they meet educational needs. Initiators of programs should ascertain whether presumed needs are real and sufficient to justify gearing up to meet them. Interested clients or potential client groups in the community should be identified.

3. Within an existing institution, a program should have sufficient faculty and staff endorsements to ensure its acceptance, or the need for the program should be sufficiently great that it can be initiated with the expectation of its subsequent integration into the rest of the institution.

4. Consideration should be given to alternative planning strategies, such as either encouraging especially creative individuals to develop programs without substantial advance planning, or instituting programs which adopt a "plan-as-you-go" developmental strategy. These pasticular strategies allow program staff to gain some experience with the types of students who may be served as well as with curricula and delivery system possibilities. However, any planning strategy should include a clear statement of goals and objectives, criteria for judging success, and a sound evaluation system to guide the planners in their activities.

To what extent should program goals be delineated in the planning process?

5. To provide guidance to those responsible for program development, goals and objectives should be clearly delineated and placed within a hierarchical structure of importance and timing.

a) A fundamental "first question" is whether the program is intended to influence traditional programs and practices in the same or other institutions and, if so, by what means.

b) Planners should also consider whether a traditional setting is likely to erode the innovative aspects of the new program and consider feasible safeguards against such an effect.

c) Since there may be important implications for structure, some delineation of basic objectives, especially if they are multiple and complex, needs to be formulated early in the planning process.

6. To maintain flexibility in the face of changing clientele needs and delivery system possibilities, goal specification and other kinds of planning should be a continuous process.

Should an extended degree program be approved for an indefinite period or for a designated trial period?

7. If pockets of resistance are so potentially strong as to endanger subsequent approval, or if the institutional climate is such that a successful program might lack support at the end of a fair trial period, then approval for an indefinite period may be preferable. On the other hand, the fixed trial period has advantages in terms of enforcing accountability and efficiency.

8. Given the total institutional situation and the nature of the program, conditions may warrant a pilot project with an evaluation component built in. Program accomplishments can be measured and data made available to the staff and faculty to help them decide whether the program should be continued.

9. Planners should be aware that designating a program as pilot or experimental may leave the impression with faculty, students, or others that its supporters are unsure about its potential success. This may leave the program vulnerable to later attack or discourage active participation. Efforts should be made to counter such impressions.

Who should be involved in the initial planning and development process?

10. Early in the planning process, program initiators should work with institutional leaders, including key faculty who may not be involved in the program but who have review and approval authority.

a) Within existing institutions, the extent of initial involvement of faculty may depend upon institutional receptivity to the educational objectives of the program and the importance of reform objectives.

b) Regardless of structure, a variety of professional staff should be involved at various points in the planning and development process, depending on their area of competence. Newly recruited program staff should be involved in planning as early as possible.

11. In addition to internal support, program planners should enlist the support of industrial, labor, and business organizations; government leaders; civic organizations; and other community groups. This support is of inestimable value in assessing community interest and clientele needs, in determining delivery and curricula possibilities, and sometimes in recruiting potential students.

12. To be successful, innovative programs require a receptive setting in which to develop. Therefore, if the setting is not receptive, extraordinary leadership may be a condition of successful planning and development.

What review procedures and criteria should be used at the institutional level for approval of new extended degree programs?

13. Procedures should be devised that will assure careful consideration of substantive program issues and their expeditious resolution. Program initiators and institutional leaders should also consider the need or desirability of "educating" faculty not involved in the program in order to develop program support.

14. Given the need for greater flexibility in extended degree programs than in most on-campus programs (for example, responding to changing clientele needs), review and approval procedures should be streamlined in such a way that decisions can be made deliberately but without undue delay. Approval of broad program areas, use of umbrella degrees, and blanket acceptance of a variety of potential delivery systems seems warranted.

On what basis and in what ways should extended degree programs be evaluated?

15. Because extended degree programs must be flexible to accommodate rapid shifts in the client base and demands for new curricula and delivery options, a continuous and timely flow of data is needed to guide program administrators and sponsoring agencies. Institutions and programs should give serious consideration to more-than-token provisions for evaluation and ongoing planning.

16. Extended degree programs have a much better chance for long-range acceptance if they maintain higer-than-usual standards of

openness and objectivity. Rigorous evaluation of the highest quality should be planned. Traditional criteria may be appropriate or may be wholly (or partially) inappropriate.

a) Evaluation should focus on processes as well as outcomes, since there are risks and uncertainties in all programs, especially new ones, and information of both types can improve program performance.

b) Evaluation should be planned for in much the same way as other program elements. Information needs of decision-makers should be identified. Staff and resources should be marshalled. Participants (for example, program faculty, students, staff) should be involved in the evaluation design.

17. Programs should be judged on the basis of goal achievement--that is, on the extent to which program objectives have been met. Unintended program consequences--both positive and negative--should also be examined.[9]

It should be noted that the term extended degree refers to:

A degree program with policies and procedures which enhance its convenience and appeal and with content of interest to students who are usually beyond what has been considered the conventional college age.[10]

At Delaware County Community College, a four-year plan was adopted by the President's Staff to implement an external degree program. This plan in a flow chart format is depicted in Exhibit 11.

Aspects that appear to be common to all of the models and conceptualizations of the quoted authors in summary include the following:

1. Broad involvement and support of participatory constituencies.

2. Flexible development of plans with alternative strategies.

3. Maintenance of relationship to existing programs.

The planning process could best be served if these three concepts are kept in the forefront and used as basic principles as the process evolves.

EXHIBIT 10

A Multiphased Approach to the Development of the External Degree Program at Delaware County Community College

PHASE I	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
A. Credit by Examination							
1. Review existing policy and procedure.			○		△		
2. Investigate financing, including tuition or fees and state reimbursement.			○		△		
3. Develop organizational and administrative unit to centralize the process.			○		△		
4. Develop compensatory structure for faculty.			○		△		
5. Develop marketing strategy for recruiting students into the program.			○		△		
6. Review the CLEP program with particular concern for appropriateness in specific areas and cut-off scores.			○		△		
B. Competency-based External Degree							
1. Study literature, collect data and review recent developments, and visit colleges that have operational external degree programs.	○		△				
2. Up-date faculty on the philosophical concepts of the external degree and obtain their commitment.		○	△				
3. Solicit release-time proposals from faculty for the development of competency and assessment criteria objectives in selected occupational curricula.		○	△				

Legend:
○ = Begin
△ = Complete and/or implement

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
4. Retain a consultant to work with the above faculty in the development of competency objectives and assessment criteria in the occupational curricula selected.		O	Δ				
5. Investigate the consortium Cooperative Assessment of Experiential Learning (CAEL) as being developed under a grant from the Carnegie Foundation by the Educational Testing Service.		O	Δ				
C. Funding Development of Competency Objectives for the External Degree							
1. Fund for the Improvement of Postsecondary Education.		O	Δ				
2. Vocational Educational Funds.		O	Δ				
3. Pennsylvania Open College Fund.		O	Δ				
4. DCCC release-time funds		O	Δ				
D. Placement Testing							
1. Review relationship to Credit by Examination and consider possible integration of certain aspects.			O		Δ		
2. Consider centralization of the process.			O		Δ		
3. Consider ramifications of a fee structure as the Placement Testing might interface with Credit by Examination.			O		Δ		
E. Assessment Center							
1. Consider development in light of some of the above.			O		Δ		

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76	
2. Consider organizational and administrative relationships.			O..........	....	Δ			
3. Consider staffing.			O..........	....	Δ			
4. Consider operational costs.			O..........	....	Δ			
5. Consider relationship to existing structure and where assessing ends and counseling begins.			O..........	....	Δ			
PHASE II								
A. External Degree								
1. Review and evaluate overall process to date in light of delivery system and organizational structure to accomplish goals.					O..........	....	Δ	
2. Initiate faculty involvement and funding for the development of remaining occupational curricula.					O..........	....	Δ	
3. Initiate the development of the "competency objectives concept" with faculty and others within the college and university transfer curriculum.					O..........	....	Δ	
4. Begin discussions with four-year colleges on a cooperative arrangement to accept transfer students from the external degree program.				O..........	....	....	....	(7/1/77).....Δ
B. Other								
1. Anticipate organizational structure necessary to encompass existing internal policies and developing policies into one administrative unit.				O..........	....	....	Δ	

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
PHASE III							
A. External Degree							
1. Evaluate effectiveness of the program from a standpoint of acceptability, marketing strategy, and effect on existing programs.				○........	....	....	△
2. Examine cost effectiveness of program.				○........	....	△	

5.2 How should these experiential learning programs be organized and conducted?

Medsker et al (1975) raised this question again under the topic of the extended degree. However, the issues raised in the following can certainly be adapted to experiential learning assessment:

> What factors should be considered when decisions are made regarding the organization and coordination of extended degree programs?
>
> 1. Since there is no one best way for single institutions or systems to organize extended degree programs, decisionmakers should consider various local factors which will enable a program to achieve the objectives held for it, and most likely insure its credibility from the outset, both within and outside the institution or system. It is disfunctional to plan a structure that may appear to be sound theoretically if there are probable internal constraints that are likely to impair the program's viability.
>
> 2. Among the factors which may affect the organizational and administrative structure for the program are:
>
> a) The nature of the proposed program--whether it is an extension of the traditional curriculum or an individualized approach.
>
> b) The funding base--whether it must be self-supporting or whether institutional resources will be available.
>
> c) The extent to which the program is intended to have an impact on existing programs and institutions.
>
> d) The degree of program visibility desired in the light of local circumstances.
>
> How should extended degree programs be organized in individual institutions?
>
> 3. Since new programs for new clientele must be coordinated it is important that some individual or unit within the institution be given responsibility for this directing and management function. In general, the following options are open to an institution:

a) It can place the responsibility in its continuing education (division or college).

b) It can designate another campus agency as the administrative home for the program. In this case, the designated agency may either be an existing academic unit (department of division) or a new administrative unit created to administer the extended degree program.

4. Individual institutions should be aware of the following advantages and disadvantages to placing responsibility for extended degree programs in continuing education units.

a) Advantages

1) Such units generally have a high degree of marketing capability.

2) They are oriented to serving adults.

3) Since they have already engaged in continuing education activities, they can administer extended degree programs with less likelihood of duplication (internally and externally), and less additional administrative costs.

b) Disadvantages

1) They may be perceived as not having the necessary academic prestige, especially within the institution, to give the program high credibility.

2) They may, by institutional policy, be obligated or at least inclined to operate on a self-support basis and thus may tend to offer only those degree programs which have a high income-producing potential.

5. The decision as to whether an existing academic unit should be used as the administrative arm for the program depends primarily upon whether there is a unit sufficiently broad in scope to encompass the extended degree curriculum, and whether there is sufficient interest on the part of its staff to implement the program. The most obvious advantage of designating an existing academic unit is the credibility it will have with faculty. Thus, it will be more likely to elicit institutionwide cooperation. A potential disadvantage is that an existing unit will reflect traditional academic conservatism.

6. A new unit may either be academic (for example, a new school or division) or primarily administrative in nature (for example, institute, council, etc.). A strong argument for creating a new unit of either type is that it can concentrate all of its energies on implementing the new program.

How should extended degree programs be organized and administered in multi-campus systems of higher education?

7. Multi-campus systems of higher education have two major options for organizing extended degree programs:

a) They can centralize responsibility by establishing a new campus to offer the program, or by designating an existing campus with systemwide responsibility.

b) They can develop a coordinated, but primarily decentralized plan, relying heavily on the participation and initiation of individual campuses, within some overall systemwide policy.

The bases for decision within a system are essentially the same as for individual institutions. In addition to considering the goals of the proposed program, a determination must be made as to whether the individual institutions are already meeting the new needs or whether they will or can respond to them, in view of additional costs and potential constraints. If there are doubts about the latter, the system is more likely to achieve the goals of its nontraditional program by centralizing responsibility.

8. Multi-campus systems which choose a decentralized organizational plan should consider the need for a strong coordinating mechanism at the systemwide level to provide leadership and direction to the system's extended degree efforts. A system which chooses this option should weigh the relative advantages and disadvantages of placing overall coordination (at the system level) of its extended degree program with the existing continuing education unit, or of creating a new administrative unit to coordinate this program. The relative strengths and weakness of either alternative are the same as for individual institutions (see #4, above).

9. A systemwide coordinating agency should decide what mechanisms and incentives should be provided to ensure the participation of system campuses and the development of cooperative efforts among campuses for jointly-sponsored, inter-campus degree programs. These mechanisms may include control over financial resources allocated to participating campuses for extended degree programs, and/or some overarching degree-granting authority for inter-campus degree programs.

10. Multi-campus systems should be aware of the following advantages and disadvantages of establishing separate institutions to offer extended degree programs.

a) Advantages

1) New institutions are not hindered by the forces of traditionalism and conservatism which characterize established institutions.

2) New institutions may recruit new personnel to accommodate program objectives and thus are more able to innovate.

3) New institutions may design their own administrative support services to facilitate program objectives. They are also more likely and more able to control resource allocations made in their behalf, as well as to establish a faculty reward system conducive to the success of their mission.

4) In certain situations, the existence of a separate institution may more likely exert change on other institutions because the new institution, being on the forefront of change, creates a tension between itself and the rest of the system. This situation has the potential for inducing other units in the system to follow an example.

b) Disadvantages

1) New institutions tend to have difficulties in adequately defining and establishing role and status hierarchies for new types of personnel. This creates a strong pull toward traditionalism and toward standardization of the learning process.

2) Separate institutions tend to be viewed with suspicion and sometimes with envy by other institutions in the system, thus making it difficult for them to function effectively as members of the system. This may particularly affect their mandate to deliver services regionally over a state.

3) A counter-argument to #a4, above, is that new institutions, being somewhat removed from the rest of the system, are handicapped in exerting change within individual institutions through the process of infiltration. Which of the two arguments has the greater validity probably depends upon

the rigidity of, and the constraints within, the system or institution in question.

11. Certain models for delivering external degrees are more likely than others to depend upon separate structures for their success. This is especially true of the individualized approach (contract method, emphasis on credit for prior learning, etc.) which requires freedom to operate outside the influence of the traditional academic structure.

12. Multi-campus systems considering the establishment of a new institution for extended degree study should determine the feasibility of a noncampus-based institution. This institutional arrangement consisting of regionalized, geographically dispersed learning centers, units, or satellites is extremely flexible in serving students at convenient locations within the service area. Some prior consideration, however, should be given to the organizational problems involved in the coordination and administration of this regionalized set-up.[11]

A model for operating and coordinating a program that is succinctly yet clearly stated has been developed by Antioch College under the Operational Models program of CAEL. It is described as follows:

1. The rationale for the operational model proceeds from the viewpoint that at Antioch College the controlling factor is the rationale for the program, that is, the institutional objectives. This statement implies that each center of Antioch will share in the overall objectives of the college, that is, each center will have goals consistent with those of the entire institution and no center will have goals in opposition to any goal of the college as a whole.

2. The most important components of the program of any center are the students admitted, the faculty hired, and the curriculum (program characteristics) of the center. The procedures for admitting students and hiring and evaluating faculty, the choice of curricular elements, and the ways in which these elements are utilized (including advising) should be clearly related to the objectives of Antioch College and the individual center.

   It is assumed that since one of the overall goals of Antioch College is "fostering cooperative education and experiential learning," this objective will be represented in the methods and goals of all units. Further, in describing curriculum, emphasis will be placed on the experiential components and their relation to other components of the curriculum.

3. The next set of elements on which the operational model will focus will be--those concerned with evaluating learning--preparation for assessment, criterion standards, and appraisal of learning outcomes. These elements are to be treated as flowing from the objectives of the college and the individual centers through the impact of the second set of variables, that is, the students and faculty selected, the program characteristics selected, and the ways in which they are used.

   Again, special emphasis will be placed on the evaluation of experiential learning components. Three of the four centers involved will be working on specific projects relating to standards and procedures for evaluating experiential learning components.

4. The final level of components is that of translating the assessed learning into forms which can be communicated to other institutions such as universities, school boards, employers. Again, the activities at this level, credit policies and records of learning outcomes, are seen as dependent on the means of evaluating learning, which in turn flow from the programmatic level, which ultimately goes back to the institutional rationale.

5. Excluded from the operational model is any consideration of finances. Their crucial importance is recognized but this inquiry centers on assessment standards and practices without specific attention to finances.

6. Attached is a flow chart of the model to be used for the college as a whole and for each individual center.[12]

Exhibit 10 depicts the rationale of the program along with the interactions and the flow of influence.

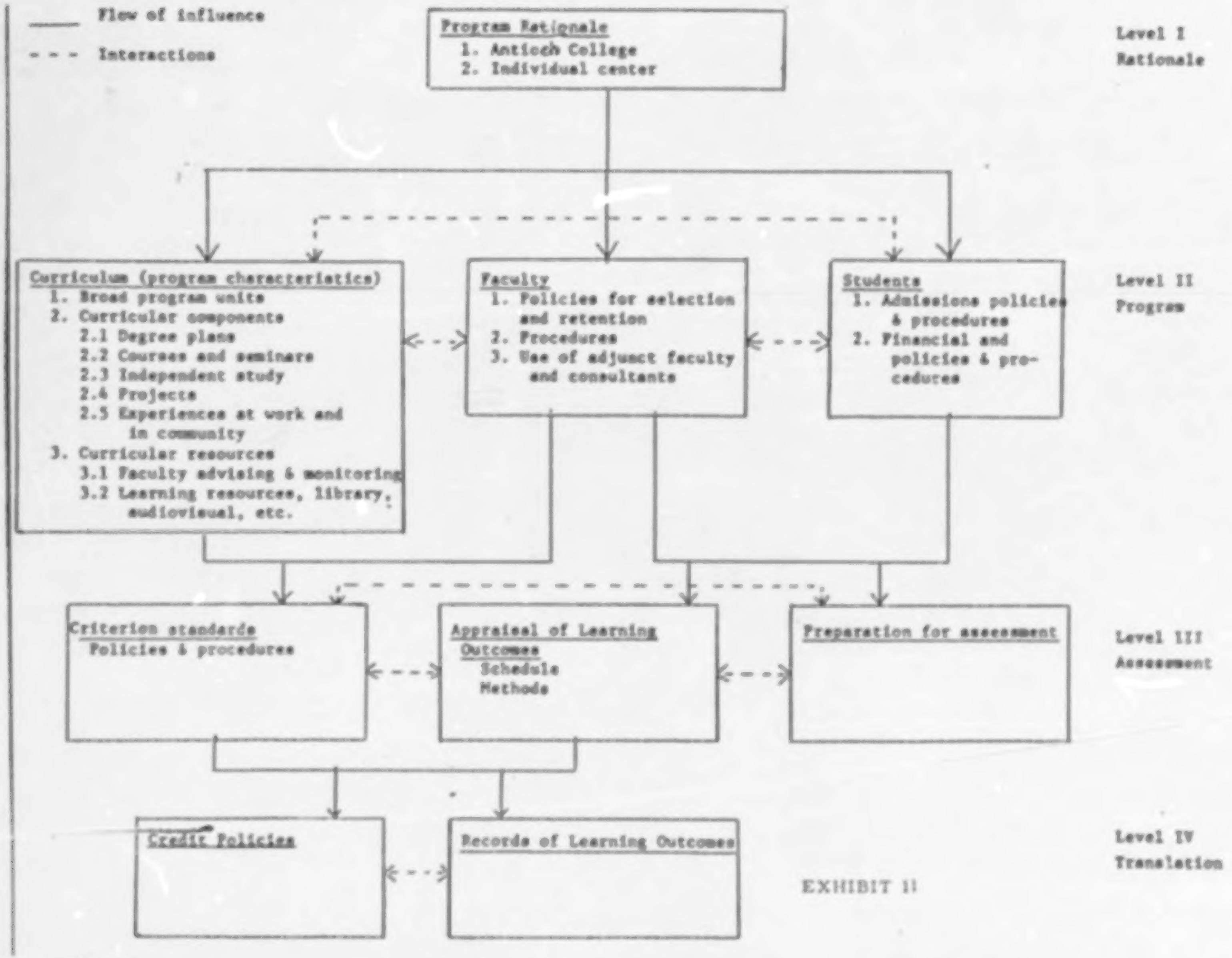

Flow of influence
Interactions
Program Rationale
1. Antioch College
2. Individual center
Level I
Rationale
Curriculum (program characteristics)
1. Broad program units
2. Curricular components
2.1 Degree plans
2.2 Courses and seminars
2.3 Independent study
2.4 Projects
2.5 Experiences at work and in community
3. Curricular resources
3.1 Faculty advising & monitoring
3.2 Learning resources, library, audiovisual, etc.
Faculty
1. Policies for selection and retention
2. Procedures
3. Use of adjunct faculty and consultants
Students
1. Admissions policies & procedures
2. Financial and policies & procedures
Level II
Program
Criterion standards
Policies & procedures
Appraisal of Learning Outcomes
Schedule
Methods
Preparation for assessment
Level III
Assessment
Credit Policies
Records of Learning Outcomes
Level IV
Translation

EXHIBIT II

Exhibit 11 (continued)

Outline for Juarez Lincoln Center
of the Antioch Graduate School of Education Model

(with source materials for 1 - 9)

Level I Rationale

1. Statements of program rationale
    - 1.1 Graduate School Catalog 1975-76
    - 1.2 Juarez Lincoln Catalog 1975-76

Level II Program

2. Curriculum, program characteristics
    - 2.1 Description of program
    - 2.2 Organization of program - cluster system
    - 2.3 Forms used
        - 2.31 Student monthly report of work
        - 2.32 Student monitoring report form
    - 2.4 Evaluations of program by students at beginning and end

3. Faculty
    - 3.1 Faculty role
        - 3.11 Characteristics of a monitor - developed for Ford Foundation grant for faculty development
    - 3.2 Policy and procedures for faculty selection and retention
        - 3.21 Suggested points to cover in a self-evaluation
        - 3.22 Rating Scale: Characteristics of a faculty member

4. Students
    - 4.1 Admission to program
        - 4.11 Application form
        - 4.12 Letter of recommendation
        - 4.13 List of materials sent to applicants
    - 4.2 Tuition and Fees
    - 4.3 Financial aid
    - 4.4 Enrollment
        - 4.41 Quarterly enrollment notification form

Level III Assessment

5. Criterion standards
    - 5.1 Standards adopted by faculty March 31 and April 1, 1974

6. Preparation for assessment
    - 6.1 Final preparation of projects for examination
    - 6.2 Instructions for preparing for final oral

Exhibit 11 (continued)

7. Appraisal of learning outcomes
    7.1 Statement of policy on documentation of completed work
        7.11 Verification sheet
        7.12 Project on implementation of standards for evaluating projects in curriculum development
    7.2 Orals policy
        7.21 Recommendation of examining committee

Level IV Translation

8. Credit policies
    8.1 Credit policy
    8.2 Grade policy
    8.3 Instructions for writing course descriptions from verification sheets for projects

9. Records of learning outcomes
    9.1 Policy on documentation files
    9.2 Sample transcript with course descriptions

Critique

10. Critique of model and its implementation
    10.1 Comparability of center rationale with Antioch rationale (level I)
    10.2 Relation of components (program, faculty, students) to center rationale (Level II to Level I)
    10.3 Relation of evaluation to rationale and program components (Level III to Levels II and I)
    10.4 Relation of procedures for reporting (Level IV) to evaluation (Level III), program (Level II), and rationale (Level I)
    10.5 Comparisons among centers
    10.6 Recommendations

Note: Outlines for other models would be similar in general organization but different in the details.

The Consortium of California State University and Colleges in their status report on the CAEL Operational Model has raised the following questions and concerns:

1. To what extent can a model for the individual assessment of prior learning be developed that articulates with and draws on support within the framework of a traditional institution framework and, at the same time, is flexible to a variety of legitimate instances in which credit should be awarded?

   Relevant aspects of the model:

   a. Challenge examinations, but with a variety of assessment procedures.

   b. Paralleling objectives of a course, but not necessarily a point-by-point equivalence.

   c. Provides for a follow-up assessment.

   d. Provides for checks and balances and, at the same time, overall guidelines.

2. To what extent can there be decentralized administration of the above model without sacrificing broad, overall consistency?

   Relevant aspects of the model

   a. Local regional administrators (Dean of Continuing Education) who contact local faculty.

   b. Overall supervision by a Coordinator of Competency Assessment and by multi-campus faculty assessment subcommittees.

   c. Written guidelines, forms, meetings, workshops.

3. What are the relevant roles of a variety of assessment approaches, including individualized assessment, standardized examinations, and credit recommendations for non-college courses?

   Relevant aspects:

   a. The above model in individual assessment.

b. Faculty reviews of existing standardized tests. Creation of new ones in specified instances in a specified appropriate program.

c. Review of non-college training programs in California in cooperation with the American Council on Education's Office on Educational Credit.[13]

It is recommended that each institution consider the clientele to be served before deciding on how the program should be organized. If we are aiming the main thrust of our efforts toward the assessment of prior learning and attracting a new clientele of students with characteristics quite different from our traditional student body, we should look to the organization within the institution which has had the greatest success in serving the "experienced" student. In most postsecondary institutions, this is usually the office of continuing education

5.3 What should be the relationship of an experiential learning assessment program with the traditional program of the college? Should the program be centralized or decentralized? How can responsibilities be defined?

Nyquist (1973) speaking about non-traditional studies cautioned that dedicated change agents often experience "The Importance of Being Earnest" and that planning and coordinating any program of this type in virtual isolation from the traditional academic community, probably carries with it the seed of its own eventual destruction (c.f. Burns and Pfleger, 197[illegible])[14].

Shaw (1973) talks of a statewide consortium approach to eliminate disfunctional competitiveness and to force institutions to concentrate on serving students. His approach would be to set statewide norms and criteria and specific number of credits that could be awarded. He recommends a residency requirement for the four year colleges, but not necessarily onefor the community or two year college.[15]

The size of the institution initiating the program and the number of students to be involved will play a great part in determining how to organize. Whenever possible, it is suggested that the experiential learning assessment program be integrated within the existing academic structure. The major purpose for this, of course, is to prevent the degree being awarded to be "less than" the degree awarded to students coming through thetraditional academic program.

Mackey (1973 noted that in early stages of planning, questions concerning the articulation of the program with the current traditional program are considered. The first question to be raised is whether the external program should be kept administratively and programmatically outside the institutional structure. It is frequently easier to establish a new administrative unit (center, college, school, institute) to house the external program. In this way, problems of articulation with existing units are bypassed and those of direct faculty support are minimized. This is an attractive approach because it allows more freedom in program development. Unfortunately, it may lead to a lack of faculty support, questions of academic credibility, and problems of resource availability unless the design is for an independent degree granting institutionsuch as New York's Empire State College.[16]

At Delaware County Community College, it was determined early in the planning process that the program would be woven into the fabric of the related curricula of the institution. The Dean of Community Education had the initial responsibility for planning and implementing the program, and after about two years of planning, an administrative position was created to work with faculty and students in carrying on the day-to-day operations.

Writing in the Operational Model Project of CAEL (funded by the Fund for the Improvement of Postsecondary Education) under the heading of "Coordination of the Program with Other Institutional Affairs," this writer said:

> As a part of the procedure in having this program approved, the Dean of Community Education outlined the responsibilities of each of the respective areas as follows
>
> 1. Responsibilities of the Office of Community Education
>
>   a) Initiate and coordinate with the Director of Community Relations publicity relevant to the program, i.e. news releases, mass mailings, individual brochures.
>
>   b) Assist students to document their learning experiences and to help them determine the credits they shall seek based on the stated competency objectives.
>
>   c) Assist students to register for "Assessment of Experiential Learning." This registration will take place throughout the year.
>
>   d) Work with faculty in the development of competency objectives for new curricula and re review and update those objectives for curricula in place.
>
>   e) Work with the House Deans in the assignment of faculty to evaluate individual students.
>
>   f) Process the "Request for Services" form when appropriate

for each faculty member working on an extended time basis, indicating the hours of extended time assigned (one clock hour of extended time will be assigned for every academic credit a student is seeking, e.g. for a student seeking 6 credits in a particular area, that faculty member will be assigned 6 clock hours of extended time or 6/40 of a credit hour multiplied by the part time rate. 6/40 x $325 = $48.75). This compensation formula will be modified appropriately for the assessment of groups of students.

g) Prepare the annual budget for this program.

h) Develop an independent study (College at Home) structure.

2. Responsibilities of Teaching Faculty

a) Use whatever assessment techniques he/she feels appropriate to prepare the depth of learning experiences by the student. These techniques may include any or all of the following: review of documentation such as job descriptions, letters of testimony, writing, art work, or photographs, etc., examinations, oral interview, and observation of on-the-job performance. These are not meant to be all inclusive. The major question to be answered is "Are these learning experiences appropriate for the awarding of college credit?"

b) Recommend the awarding of credits or not awarding of credits within their area of responsibility and expertise.

c) Maintain a log of time spent with individual students. This log will serve two purposes:

1) Serve as support if a refund is necessary
2) Serve as documentation for the preparation of future budgets

3. Responsibilities of the Admissions and Records Office

a) Admit all applicants through appropriate procedures.

b) Direct students seeking credit for experiential learning to the Office of Non-Traditional Studies.

c) Following faculty evaluation and approval by appropriate instructional administrators, record the credits awarded on the basis of courses and/or competencies on a student's transcript.

d) Maintain the documentation and records of credits awarded for experiential learning.

e) For purposes of FTE reporting, record the student in the semester or session during which his fees are paid.

4. Responsibilities of the House Deans

a) Work with Dean of Community Education in assigning faculty to evaluate students' learning experiences.

b) Advise if the faculty assignment will be as part of his/her assigned teaching load or if it will be assigned on an overload time basis.

c) Recommend faculty to work on an extended time basis in the development of competency objectives for curricula not yet included under this process.

5. Responsibilities of the Business Office

a) Assess tuition and fees based on the number of credits of "Assessment of Experiential Learning" for which a student enrolls.

b) For those students who are already enrolled in DCCC courses in the semester they are seeking experiential learning credit, consideration must be given to whether they are full time students in order to determine the tuition and fees to be charged, i.e. for 12 credits or more (combining courses and/or experiential learning credits) in a semester, a student will be charged the full time tuition rate.

c) Collect the appropriate tuition and fees and approve Petition for Credit by Assessment form.

d) Process any refunds necessary on the recommendation of the Dean of Community Education. After 20% of the evaluation process has been completed, no refunds are possible. Within that period of time, the percent of refund will be pro-rated according to the College's tuition refund policy.[17]

Although there was some consternation in a variety of the responsibility areas, primarily since the traditional programs register students only at the beginning of each semester or term, the process has now settled into an established routine.

Once again, this writer would emphasize that the context in which the program is being placed will be most important in determining the organizational structure and the delineation of responsibilities.

5.4 What criteria should be used to evaluate the experiential learning assessment programs?

Any new venture, of course, should have an evaluation component as a part of the planning and monitoring process. John Duley of The Justin Morrill College of Michigan State University suggests the following:

A. Perception of the program by the participants -- students, faculty, employers
B. Subsequent course work, G. P. A. by students
C. Academic or career decisions and/or changes made by participants
D. Feedback questionnaires
    1. End of placement
    2. End of college
    3. Five years later[18]

As a part of the CAEL Operational Models Project, Minnesota Metropolitan State University implemented an evaluation system utilizing external evaluators.[19] The covering memos and forms are shown in Exhibit 12.

It is recommended that every experiential learning assessment program establish in advance the criteria for evaluating the success of the program. Points that should be considered might include: grade point averages of students placed in advanced classes following the

(continued on page 165)

FORM E

EXHIBIT 12

St. Paul Center
Metro Square Bldg.
Saint Paul MN 55101
612/296-3875

March 20, 1976

COVER MEMO TO EXTERNAL EVALUATORS

Dear Colleague:

The assessment of experiential learning is a new but rapidly developing concept in post-secondary education. Metropolitan State University (Metro U) is one of the institutions that has pioneered in the recognition of competence and learning gained from non-classroom experiences.

Recently you were asked by Metro U to evaluate the competence of one of our students. After receiving some written materials from Metro U which described the evaluation process, you submitted a written evaluation of the student's competence.

In order to improve our assessment procedures, we would appreciate your taking a few minutes to complete the enclosed questionnaire and returning it to us in the envelope provided. Your comments and opinions, which will be completely anonymous, will be very helpful in our evaluation of our assessment procedures.

Should you have any questions about this study, please contact me at 296-4449. Thank you for your consideration of our request.

Cordially,

James E. Deegan, Director
Research and Development

JED/msg

Enclosure

founded 1971
a member of the
State University
System.

QUESTIONNAIRE
EXTERNAL EVALUATORS

March 1976

1. Many colleges and universities are awarding academic credit to students, particularly adults, who can demonstrate knowledge or competence gained throu work or life experience. What is your opinion of this practice?

___ It is appropriate for colleges to recognize non-classroom or experiential learning

___ It is not appropriate for colleges to recognize non-classroom or experiential learning.

___ No Opinion

Comments: ____

____

2. Do you think it is appropriate for colleges and universities to use qualified persons external to the institution (i.e., non-professional faculty) to evaluate students' competences?

___ Yes - qualified community-based people can provide useful evaluations of students' competences

___ No - only full-time faculty should evaluate students' competences

___ No Opinion

Comments: ____

____

3. What was your relationship to the student? (Check all that apply)

___ Current Supervisor

___ Co-Worker

___ Instructor

___ Personal Friend

___ Never Met the Student Before the Evaluation

___ Other: Please Explain ______________________

____

____

4. How much time did you spend evaluating the student and writing the evaluation? ______________________

5a. How did you feel about being asked to evaluate the student's competence? Please use the "comment" section for any additional explanation.

___ Positive - There were no problems with my doing this evaluation

___ Negative - There were some problems associated with my doing this evaluation

Comments: ____

____

____

5b. If you had negative feelings about evaluating the student, please indicate your reason(s). (Check all that apply.)

1. ____ I felt "pressured" to write an evaluation which was more positive than that which the student deserved.
2. ____ I did not think that I had sufficient expertise in the particular competence area.
3. ____ I did not think that I had enough information about the student and her/his activities.
4. ____ I did not know how to evaluate the student's competence.
5. ____ I was not sure about what the university and the student expected of me.
6. ____ I think that I lacked objectivity because of my personal relationshi with the student.
7. ____ I thought that the assessment process (evaluating the student and p paring a written evaluation) was an imposition on me.
8. ____ I never received feedback from the university regarding my evaluatio of the student.
9. ____ Other (Please specify)____________________

____

5c. Circle the number corresponding to the most important reason: 1 2 3 4 5 6 7 8 9

Comments: ____________________

____

6. What additional information would have been useful to you in doing the evaluation?

____

____

____

____

7. Please add any comments or recommendations you have about Metro U's assessment program.

____

____

____

____

____

____

THANK YOU FOR YOUR PARTICIPATION. PLEASE RETURN THIS QUESTIONNAIRE IN THE ENVELOPE PROVIDED TO METRO U's OFFICE OF RESEARCH AND DEVELOPMENT.

JED/djs
3-20-76

assessment, success of students in employment situations, success of students in upper division or graduate school, satisfaction of the consumers with the program measured by number of students, (caution should be used here since the marketing techniques employed could have a considerable influence), and the reactions and attitudes of the faculty after the pilot phase. No one of these criteria can be used independently, and each institution should determine in advance which best meets its needs and develop plans for implementing and monitoring the process.

5.5 In which office of your institution should the responsibility to assess or credential experiential learning be placed?

In this writer's study of 1974, the responses of the 80 institutional representatives were as follows:[20]

TABLE 12

Responsibility to Assess or Credential

Assess	Credential	
4	3	Dean of Continuing Education
(33%) 29	(37%) 34	Dean of Instruction (including many related titled)
7	5	Director of Admissions
		Other--
(14%) 13	(15%) 13	Faculty--individually or committee)
5	1	Department or Division Chairperson)
5	5	Registrar
(16%) 14	(20%) 18	Evaluating Centers
12	10	Misc.

Although there was no clear cut trend in this response, as would be expected the responsibility was within the academic division of the institution. This writer was quite surprised that more institutions did not place this responsibility under the Dean of Continuing Education since that is where contact with the part-time working student would be made. Although undoubtedly a biased perspective, this writer's recommendation, as noted earlier, would be to centralize the overall responsibility for administration of the program in the office of continuing education.

5.6 What percentage of time will be required for administrative matters (curriculum development, faculty matters, program promotion, etc.) per week excluding time advising students?

The Reverend Woods study found the following:[21]

TABLE 13

Administrative Matters

Position N=96	Mean Percentage of Time
Director	23.3%
Assistant Director	15.0%
Administrative Assistant #1	5.7%
Administrative Assistant #2	2.4%
Counselor #1	9.3%
Counselor #2	5.2%
Counselor #3	3.6%

The above findings were not unusual when you consider the fact that most programs of experiential learning assessment are relatively small.

At DCCC, the experiential learning assessment program is working with approximately 250 students a year. Relatively speaking, this is a large program, yet it is assigned only about 10% of the time of the Dean of Community Education (this writer) for overall administration. There is another administrator with direct responsibility yet only about 20% of her time is spent dealing with administrative matters and the other 80% is a counseling function.

Depending on the circumstance in a particular institution, it is recommended that the responsibility for direction of this program be assigned to an individual within the office of continuing education as a part of his/her responsibility with carefully written job performance objectives for measuring the success of the program.

5.7 Who performs the actual evaluation decision to credential an individual's experiential learning?

There are two sources that provide insight into this question with slightly different approaches. The first is the Reverend Woods study of 1976, and the second, this writer's study of 1974.

In the Reverend Woods study, 60% of these decisions were made by a committee composed of faculty and staff. Although not specified, it can be assumed that the remaining 40% of evaluations were conducted by individual faculty members. The mean number of committee members was 5.3 with the range being 3 to 17.

The composition of the committee represented by the 96 institutions in the study can best be illustrated by the following table:[22]

TABLE 14

Committee Evaluation Decision

			No. on Committee		
	Range	None	1	2	3 or more
Administrative staff members	0-6	54.2%	24.2%	17.7%	4.0%
Teaching faculty:					
full-time faculty	0-12	43.8%	4.2%	9.4%	42.7%
part-time faculty	0-2	95.8%	3.1%	1.0%	2.2%
Students	0-3	85.4%	8.3%	3.1%	3.1%

In this writer's study, the 80 respondents did not have the opportunity to check off whether this evaluation was by committee or not. It should be noted, however, that many responses indicated that more than one decision source was used, as the following indicates:[23]

TABLE 15

Evaluation of Experiential Learning Decision

(63%) 68	Faculty
11	Director of Non-Traditional Studies
4	Director of Admissions
	Other:
6	Dean of Instruction (including related titles)
5	Outside experts
14	Miscellaneous

This writer would make the strongest recommendation possible that evaluation decisions to award credit be made by the faculty of the institution. To do otherwise would undermine the foundation of the relationship of the faculty, as perceived by the community at large, to the learning process. It must be emphasized, however, that it is not being suggested that the faculty be involved in the student's learning process itself, but that they must make the decisions as to whether learning has taken place, if the program is going to be recognized by accrediting agencies, graduate schools, employers, or others.

Whether or not the decision is made by an individual faculty member assessing learning in his discipline area or by a committee of faculty will be determined by the philosophy of the institution and the system to be employed. In some instances, the compensation of faculty will play a large role in dictating the answer to this question.

5.6 Can we anticipate problems in developing certain curriculum areas so that credit can be awarded for experiential learning?

In this writer's 1974 study, 42% of the institutions indicated that they were unable to award credit in a wide variety of curriculum areas. The reasons for this are outlined as follows:

TABLE 16

Reasons for Non-Award of Credit in Certain Curricula

42% - Faculty reluctance
22% - Administrative reluctance
12% - State approving agency
8% - Professional approving agency
4% - Insufficient academic work
4% - Developing tests
2% - Faculty commit guidelines
2% - Investment of feasibility
2% - Integration
2% - Lack of funds

The curriculum area specified most often was in the liberal arts, 38%, followed by the sciences, 28%.[24]

As was discussed in the chapter on faculty (chapter two), the two major areas being addressed in the CAEL Faculty Development Project are attitudes of faculty and techniques of assessment. In some respects, it is probably necessary in many institutions to have faculty development programs at the earliest possible conceptualization of a program and quite possibly a year or two prior to the projected date of program initiation. Depending somewhat on the organizational structure of the institution in the decision making process as it relates to new concepts and programs, experiential learning assessment might never get off the ground within certain departmental and curriculum areas unless the faculty have been convinced that it is a viable and sound educational concept and not a threat to either their job or the standards of their discipline.

5.9 How much clerical time will need to be devoted to the experiential learning assessment program?

The answer to this question will, of course in the main, be dictated by the size and nature of the program. The Reverend Woods study found that 43% of the 96 institutions questioned had no full time clerical personnel, 52% had one, and 5% had between 2 and 4 individuals.

In addition, 57% indicated adding no additional part-time clerical personnel, 29% reported 1, and 14% had between 2 and 4 individuals.

Half of those institutions having full time clerical staff indicated that 15% or less of their time was devoted to this program and half of those institutions employing part-time clerical staff reported that 7 hours or less were devoted to this program.

Also in the Reverend Woods study, it was reported that 63% of the institutions did need to add additional staff, 23% created a new office, and 13% added personnel to the existing staff.[25]

5.10 Will there be difficulty in obtaining qualified administrative staff to direct this program?

Three out of six colleges used in the case studies in "Policies, Procedures and Politics Effecting Experiential Learning" indicated that they had some degree of difficulty in obtaining a director for the program.[26] At DCCC, the position was advertised in the Chronicle of Higher Education and the New York Times with over 400 applications being received, of which 25 met the criteria as advertised. The program at DCCC has had two "directors" over a two year span with neither having had direct experience in experiential learning assessment, but both had possessed some related experience (one established a program at Harvard to award credit for library aides and the other was working with departments at Temple University to award credit for field experiences). Needless to say, it is important that this individual be philosophically attuned to this concept.

If an individual is going to be employed by an institution and asked to develop a new program, in this writer's opinion, it will take a minimum of two years and possibly three until the program can become operational. This time can possibly be cut in half by using an individual already on the staff of the college.

When someone is brought in to direct an existing program, who is philosophically attuned to the concept, it will probably take six to eight months before a total grasp of the system can be achieved.

5.11 Are there alternatives to establishing our own experiential learning assessment program?

Weathersby and Henault provide several alternatives in the form of infrastructures which would provide a linkage or a delivery system (c.f. Keeton, 1976).[26] A few examples of these infrastructures are:

1. The consortium--the sharing of resources is a key concept to the consortium since program alternatives can be increased usually without substantial increases in costs. Examples of these are the University Without Walls program and the Minnesota Assessment Center. The former is a full scale delivery system of over twenty institutions offering a variety of alternatives, and the latter is a specific purpose consortium of seven community colleges wherein assessing of experiential learning is centralized.
2. The state-sponsored degree program--The California Consortium of State University and Colleges is a good example of this concept wherein there is a central administration of the external degree program but decentralized implementation usually through the Dean of Continuing Education on each of the 19 campuses.

Another good example of a different type of state-wide system is Thomas A. Edison College in New Jersey which has no faculty and does no formal teaching, but utilizes resources inside and outside the state for assessing experiential learning. They are charged with the responsibility to be a state-wide assessor, credit bank, and validator of non-college programs. In addition to developing their own assessment procedures, they cooperate with other agencies.

One of Thomas A. Edison College's projects is the Group Assessment Program conducted with the New Jersey Department of Labor and Industry. Through this program, "state labor department employees work toward college degrees by attending free classes, taking college level examinations for credit and converting their work and life experiences into college credits. Although the program is designed for the employee's personal growth rather than as preparation for specific job promotions, employees who earn degrees through the program become eligible to compete for professional level jobs."[27]

Empire State College is another example of a state-wide program which has a faculty decentralized throughout the state to assess experiential learning and design individual learning contracts for both short and long periods of time (2 weeks to 6 months) using the mentor approach.

The Community College of Vermont is also a state-wide system which has no campus, but utilizes nine regional counseling centers to assess experiential learning from a competency base and provide a delivery system of individually designed programs.

3. The external agency--Many colleges and universities, instead of developing a full scale experiential learning program, have

decided to utilize the services of external organizations which have either developed written paper and pencil tests to assess experiential learning in specific content areas or validate programs offered by institutions and agencies other than accredited postsecondary institutions.

The College Level Examination Program (CLEP) has been developed by the Educational Testing Service to provide a delivery system of testing through use of a battery of general examinations covering the following areas: English, Social Sciences, Humanities, Natural Sciences, and Mathematics. CLEP also offers a battery of individual subject examinations in a wide range of liberal arts and professional fields. These exams are administered monthly, usually on the campuses of cooperating postsecondary institutions. Each institution determines which examinations it will accept and the respective courses for which credit will be awarded. Each institution also establishes its own cut-off score based either on the experiences of other colleges with the program or by validating each examination with its own student body.

It was recently announced that the College Proficiency Examination Program (CPEP) of the New York Board of Regents has formed an association with the American College Testing Service (ACT) with plans to go nationwide.

The American Council on Education (ACE) for many years has been publishing a guide under the auspices of its Commission on Educational Credit (formerly the Council on Armed Services Education--

CASE) which describes military educational programs and makes recommendations on the award of credit.[28]

Recently, the Commission on Educational Credit of ACE published a guide in cooperation with the University of the State of New York titled, A Guide to Educational Programs in Non-Collegiate Organizations, which including the supplement lists over 800 courses sponsored by over 50 organizations throughout the United States. These courses have been evaluated and recommendations are made for the award of credit.[29]

There are other infrastructures on the horizon or in some phase of implementation that colleges must consider including, such as work developed by the Educational Testing Service, and the Library Program at the College Entrance Examination Board which offer alternatives additional to those briefly described here.

5.12 What marketing strategies will need to be developed to disseminate information about the program?

Although most professional educators would agree that the need for any new educational program should speak for itself, there still needs to be developed a strategy to communicate the concept to those individuals to be served.

In the case of Delaware County Community College (DCCC), the Life/learning Experience Assessment Program (LEAP) was clearly designed in the main for the mature, part-time student and the individual in the county who might be interested in continuing his/her education but could not see how this could be accomplished within a reasonable amount of time. At DCCC, it was decided to announce the inception of the program at the regular meeting of the Board of Trustees with an appropriate news release which reads as follows:

EXHIBIT 13

A Leap in the Right Direction

Everyone is familiar with the traditional concept of acquiring skills and knowledge in the college classroom in exchange for a specified number of credits toward a degree. But what about the person who acquires similar knowledge via life experiences outside of an academic atmosphere. Shouldn't there be some means of awarding college credit for this type of demonstrated competency?

At Delaware County Community College in Media there is such a program. It's called the Life/learning Experience Assessment Program (LEAP). As explained by Eugene J. Kray, Dean of Continuing Education and Non-Traditional Studies, the central principle that underlies the life learning experience assessment process is that what the student knows is more important than how he or she learned it. If a person can demonstrate that his or her knowledge and skills are comparable to what the college trained student knows, then equal credit should be awarded. It is unimportant whether an individual's learning took place on the job or elsewhere, whether the "teachers" held advanced degrees or no degrees at all, whether the matter was learned within the near past or the distant past, or how long it took to acquire some knowledge or skill. As long as the students can provide evidence that they possess college equivalent knowledge or skills, their achievements will be credited and recognized as applicable towards a degree program.

The term, life experience, is a partial misnomer since credit is not given for simply any kind of adult life experience, but only for those experiences that produce learning and skills comparable to the performance outcomes at postsecondary levels. As a general principle, if colleges and universities generally award credits for the acquisition of certain kinds of knowledge and skills by standard course work, then comparable competence acquired in other ways will be credited through this life learning experience assessment process.

The rationale behind this program can help to explain the method that is being followed in assessing experiences. The basic intent of the program is to make college degree programs, reasonably available to adults with work and family responsibilities. Two major obstacles traditionally have impeded this objective. First, the typical undergraduate degree program is geared to the needs and life situation of the late adolescent, not to the working adult.

The second major obstacle has been the reluctance of adults to return to the classroom when they know that they will be forced to take courses in those areas in which they have already acquired considerable knowledge and skill. The obvious answer is to award college degrees on the basis of competence or proficiency, rather than hours spent in class. This problem is met directly by the life learning experience assessment.

The evaluation of student competence is made by teaching faculty. We believe this is one of the strengths of the program since the same professionals who regularly judge student performance and award credit in standard programs are exercising their professional competence and responsibility in assessing the learning and competence of students applying for credit equivalency. This approach has the further advantage of our being able to evaluate students and make awards of credit from the very start of the program. It is not necessary to devise new testing programs or to write a manual covering a broad range of informal learning experiences. College faculty make judgments about the quality and value of the work their students submit everyday. These same faculty members are now reviewing the documentation of a student seeking credit equivalency, interviewing the student, and making recommendations for the award of credit based on the competency objectives for a specific curriculum area.

There are currently more than 30 students enrolled in the LEAP Program at DCCC, and from all indications more and more adults will avail themselves of this unique opportunity to turn work experience into college credit. Complete details on the program are available by calling Delaware County Community College at 353-6575.

In addition to the above release, a timely cartoon was drafted

from the local newspaper and permission acquired to use it in a brochure that is mailed twice yearly to all residents of the county. Using a newspaper format, the front page had a brief article announcing the program and the third page is depicted in Exhibit 14.

These strategies produced over 400 inquiries from the public outside the College and about 150 from students of the College. From these inquiries, approximately 200 students were served during the first year of the program.

A major concern of DCCC's Office of Non-Traditional Studies is the attrition rate from inquiry to enrollment. Several follow-up letters were utilized following the initial inquiry and some procedures simplified in an attempt to service these individuals with minimal improvement in the response.

Another strategy that was employed was a group orientation process with the thinking being that individuals might feel more confortable with others while they were learning about the program. This proved to be mildly successful, but very time-consuming due to the very nature of one person's experiences and interests being highly individual. Plans have been developed that will modify the orientation process using a fourteen minute slide/tape for general information and then having individual meetings with the participants.

Medsker et al (1975) suggested the following strategies dealing with program promotion and student recruitment:

> Promotion and recruitment activities will become increasingly important concerns for extended degree programs as the number and kinds of such programs increase. This is especially true for

College Credit for Non-College Learning

PALS!
DID YOU HEAR THAT, NIPPER?
YOU CAN TAKE A TEST AND GET COLLEGE CREDITS FOR YOUR LIFE'S EXPERIENCES
GOSH!.. SUPPOSE YOU FAIL THE TEST, OLIVER...
DOES THAT MEAN YOUR LIFE IS UNACCREDITED?
.... read this to put your mind at ease, Nipper
1-11

LIFE/LEARNING EXPERIENCE ASSESSMENT PROGRAM (LEAP)

DCCC's program uses a variety of techniques to assess life experience. We review individual resumes, job descriptions, certificates, letters of testimony and interviews with the students. Only occasionally we use a formal written test to determine the competencies possessed by an individual seeking academic credit.

The Life/Learning Experience Assessment Program (LEAP) is an assessment process that recognizes that learning takes place in many different enviorments as well as the classroom. With the help of the Office of Non-Traditional Studies, a student will develop a portfolio of relevant life-learning experiences. Academic credit is recommended by a faculty member on the basis of the fportfolio in the following curricula:

- **Accounting**
- **Administration of Justice**
- **Applied Technology**
- **Business Management**
- **Retail Management**
- **Data Processing**
- **Executive Secretarial Studies**
- **Fire Science**
- **Hotel-Restaurant Management**

TRANSFER CREDIT

DCCC will honor courses that you have taken and passed from an accredited institution or college. Relevant military service educational training (USAFI) courses will also be considered for transfer credit.

CREDIT BY EXAM

DCCC grants credit for proficiency exams you have taken and passed such as the College Level Examination Program (CLEP) and Advanced Placement Tests. DCCC is also a test center for the CLEP exams.

For additional information concerning the LEAP program, please check the appropriate box on the attached form and mail in (see page 8). Further questions may be directed to the Office of Non-Traditional Studies, Lori Hultgren, 353-6575.

EXHIBIT 14

those programs aimed at the general public which offer a more general content. In many cases, potential students are not aware of the existence or possible usefulness of the degree or program. An important need exists to educate potential populations about the existence and advantages of particular degree opportunities and the options for study.

Promotion and recruitment will be facilitated if counseling and other assistance are made available during the pre-enrollment period to help students consider possible degree alternatives, complete required admissions material, and become oriented to the program and its policies.

Former graduates and students currently enrolled in the program are good and inexpensive promoters of the program. News and magazine articles, brochures, and the like are useful, but in the future they may have limited effectiveness, especially as the opportunities for external study increase and become commonly available. (They are, of course, important in expanding the knowledge of alternatives available to potential students.) Prearranged meetings with interested client groups is a highly desirable method for attracting potential students and promoting a program.

Individuals and units doing recruitment and promotion should use the highest ethical standards in order to avoid selling programs to people who have little chance of completing them or of recruiting more students than can be served well. Because possibilities of misunderstanding are enhanced by the non-traditional character of some features of extended degree programs, publicity releases and brochures should be accurate and complete.

Recruitment and promotion are specialized functions which should be closely linked to program development. These activities require an understanding both of program capabilities and of the particular needs of potential clientele. Programs should consider using either their own specialized staff or should identify a staff member in the institution's regular admissions office as responsible for recruitment to the program.[30]

The question, "Do you have the courage to use marketing concepts as integral parts of your non-traditional programs?", was asked by David A. Trivett in an address titled, "Demographic Analysis Related to Non-Traditional Study: What Do the Data Show Us?"[31] Trivett did not answer this question, but what he is really asking is have we developed the strategies to make known the fact that higher education is changing and that non-traditional education is becoming the "weed killer of the halls of ivy." In other words, colleges are no longer the de-humanized bastions of learning from which all knowledge flows but are increasingly becoming community education agencies which are ready, willing, and able to meet the area's needs. One aspect of this movement is certainly the recognition of prior learning and a mechanism to award credit toward a degree.

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Experiential Learning Assessment--A Sourcebook For Postsecondary Institutions
(Continued)

EUGENE J. KRAY

VOLUME III

1977

CHAPTER SIX

INSTITUTIONAL POLICIES AND PROCEDURES

Implementing an experiential learning assessment program within the framework of an existing institution is a task that must be adroitly handled. The sensitivities, biases and prejudices of long standing professionals must be accommodated rather delicately. The longer the institution has been in existence, it appears the more difficult it will be to institute change since policies seem to have a tendency to harden with age.

In addition to a review of policy matters affecting experiential learning assessment, this chapter will examine a variety of procedures used by institutions to evaluate learning and how these procedures fit into the functioning of the institution.

6.1 In credentialing experiential learning, what considerations should be reviewed?

Keeton (1976) speaks of the credit hour as a "time served" measure which contains reservations that take away the standardizing effect of the credential such as the qualification of the faculty member, the requirement of a classroom context or equivalent, a specific number of hours, and the name and number that define the content, none of which are sufficiently standardized to make the credentials interchangeable from place to place. Keeton provides an analogy between the credit hour and currencies which fluctuate in value and have different meanings. "Perhaps the problem with the present educational credits is not that their meaning is subject to some variance and ambiguity but that the number of different currencies has become too large and the degrees of ambiguity too great for the usual function of exchange and facilitation to work with reasonable convenience and effectiveness."[1]

Keeton recommends the development of two types of credentials, "a comprehensive passport, periodically updated both as to new learnings and as to expired competencies; and specialized credentials directed to more restrictive purposes."[2] He further concludes that there is a need for norm-referenced and criterion-referenced ratings in certain situations with the development of criterion-referenced standards having priority.

Other considerations, many of which have been covered in earlier chapters must be addressed such as the impact that a program of this type has on student motivation, the value of the learning that occurs as a student organizes his experiential content, and the criteria used for assessing the learning.

6.2 Has there been a great deal accomplished in procedural development in assessing experiential learning?

In the Reverend Woods study dealing with the current status in developing procedures for crediting prior learning experiences, it was found that of the 96 institutions responding, 19% (18) considered themselves to be in the introductory stage with many more revisions and modifications to procedures anticipated; 50% (48) were in the intermediate stage; and 31% (30) were in the advanced stage with only routine modifications from time to time anticipated. In other words, 69% of these institutions, although indicating they had programs to assess experiential learning, had not yet fully developed their procedures.[3]

Models of procedural development will be discussed later in this chapter, (see question 6.5).

6.3 Is there any commonality in programs that assess experiential learning?

Willingham et al (1974), although recognizing that individual institutions vary considerably in different aspects of the assessment process, suggested that institutions generally use the following procedures:

...there tend to be certain general steps that are commonly followed in most institutions from the time a student first inquires about the possibility of obtaining credit until credit is actually granted. The steps vary among institutions, but they generally include procedures as:

1) In a preliminary contact the student finds out about the program and gives initial information concerning the learning experiences for which credit is sought. This contact ordinarily engages consideration of whether the student's experience appears to warrant the assessment (which often bears a fee). This may also be a time for discussing the admissibility of the student if credit for prior learning is granted only in the context of a special program or if credit for prior learning bears upon the student's decision to matriculate.

2) If the assessment is to be carried out, the student receives information concerning the process of collecting and documenting prior learning. Forms and instructions may be provided, though this inventory suggests that these are quite sparse in most instances.

3) The student then identifies learnings, competencies, and skills that may be creditable. There is considerable variation among institutions in the extent to which these need to be articulated to degree objectives. Often a variety of learning experiences generally comparable to college-level work are credited to general education requirements or some similar form of distribution requirements.

4) The student solicits and collects documentation or verification of learning experiences plus other evidence as may be necessary to evaluate the learning cited and justify the claim for credit.

5) The student assembles a portfolio (or folder, or whatever) that serves as a petition to the institution and as an evidentiary basis for any credit that may be granted. Portfolios vary a great deal. Most seem to contain at least three components in some form or another: a) a specific request for credit often spelled out in relation to institutional guidelines and degree plans; b) a written report in which the student describes competencies and skills achieved in various types of prior experiential learning; c) a collection of documenting letters, certificates, evaluations, and other evidence that may be helpful in supporting the claim.

6) Collateral to the previous three steps, students seek faculty guidance on how to assemble the necessary materials and how to develop a petition that is part of a larger educational plan. Throughout this inventory, conversations with faculty and students indicate that the extent of such help to the student either in written form or

personal contact is quite uneven across institutions and from student to student. In some instances the student appears to be pretty much on his or her own in dealing with the problem, though it is almost always described by students and faculty as especially important and quite demanding.

7) The actual evaluation of the student's portfolio is carried out by an individual or committee, sometimes with the student present and sometimes not. This may be a very brief process or extended to several hours. That seems to depend partly upon how structured the portfolio is and how much work is required of the student in its preparation. Following this formal evaluation the student often but evidently not always receives immediate feedback with respect to credit granted.[4]

6.4 Are there models available for processing students through an experiential learning assessment program?

Peter Meyer suggests the following model:

1) The faculty-student body responsible for curriculum agrees that credit for competencies achieved through life/work experiences is valid, sets parameters, and recommends the idea to the total faculty-student body.

2) The total body votes to grant credit for life/work experience in principle, within the parameters set forth by the Curriculum Committee, and charges that Committee with working out the details to be approved by the total body.

3) The Committee agrees that no more than x number of credits be granted for life/work experience with the stipulation that exceptions can be made in unusual circumstances.

4) Students desiring credit for experience are asked to submit a portfolio of their experiences with as much detail as possible and with any supporting data from others as is necessary to the examining committee. The examining committee is to be composed of x number of faculty, x number of students, and x number of specialists deemed necessary in any particular situation.

5) After reviewing the portfolio the examining committee may ask the student to perform such additional tasks as it deems necessary to allow the student to demonstrate his competencies.

6) After reviewing all available data, the examining committee decides upon the number of credits to be awarded and in what areas of competency these credits are to be awarded.

7) If the student disagrees with the decision of the examining committee, he or she has the right to appear personally before the committee and/or submit further evidence of competency.

8) The examining committee then makes it recommendations to the Curriculum Committee and/or the total faculty-student body.

9) Items 3 through 8 are voted as policy by the entire faculty-student body.

The procedure outlined above is by no means "fail-safe" but does involve everyone in the decision-making process.[5]

Outlined in the following pages are excerpts from manuals given to students at a variety of institutions, along with three flow charts which map the student through the experiential learning assessment process. (Exhibits 15 to 17):

1. Delaware County Community College, Media, Pennsylvania (Exhibit 15)
2. Antioch College/West, San Francisco, California (Exhibit 16)
3. Bucks County Community College, Newtown, Pennsylvania (Exhibit 17)

In addition to these three models, student directions per the Sterling College program are summarized and a flow chart of a work assessment model is exhibited as recommended by Amiel Sharon (1975).

Although there is a great deal of commonality among these models, it would be well at this point to summarize some of the substantive philosophical and educational differences. In the DCCC and Sharon model, credit is awarded on the basis of criteria that have been established and that have been written in competency terms. The

Sterling College model suggests "competency credits" but makes no reference to criteria used. The Bucks model uses existing courses in the college catalog as the criteria for the award of credit. The major weakness of this process is the absence of specificity that usually is inherent in college catalog descriptions and the resultant potential for frustration on the part of the student.

Each of these models, DCCC, Sterling, Bucks and Sharon, is built around the assessing of prior learning for the award of credit. The Antioch/West model, on the other hand, suggests that the assessing of prior learning is only one part of a total degree plan and that the committee's concept of a baccalaureate, the student's degree goals, the skills and knowledge needed to attain these goals based on current as well as prior learning activities, and the accompanying data acceptable to the degree committee are necessary.

Although the Antioch/West model outlines a total degree plan and the others outline an assessment process, all of the other institutions have, in fact, delivery systems toward a degree program, whether they be individualized, tailored processes, or courses within a curriculum. That part of their degree program is simply not outlined here since the emphasis is on the assessment of prior experiential learning. (continued on page 203)

DELAWARE COUNTY COMMUNITY COLLEGE

HOW THE LIFE/LEARNING EXPERIENCE ASSESSMENT IS DONE

1. Assessments of experience for credit are done only for students who have formally applied to Delaware County Community College and paid the $10.00 application fee.

2. The student who wishes an assessment to be done prepares a portfolio of his or her adult learning experiences that are to be evaluated.

3. The Administrative Specialist-Non-Traditional Studies will assist the student in identifying those competencies in which he/she has had learning experience and held the student to decide which competencies and the number of credits he/she will seek by assessment. The ultimate decision however, as to how many credits a student will seek will be made by the student since this has financial implications as noted below.

4. Once the number of academic credits sought by the student is determined he/she will register for the instructional process Life learning Experience Assessment. The number of credits of this instructional process in which the student will register will be pro-rated on a 1 to 4 basis, i.e. for every 4 or fraction of 4 academic credits sought the student will enroll in the process for 1 credit and pay the appropriate tuition and fees.

5. The faculty member(s) selected to perform the assessment will make the decision as to which technique of assessment or combination of techniques will be used including: Interviews, documentation, observation of performance, examination, etc.

6. After a faculty member has agreed to make the evaluation of a student's experiences in a specific field, the student's portfolio is given to that faculty member, and the student is so notified and advised to arrange an interview. The basic purpose of the interview is to allow the faculty member making the evaluation the opportunity to verify in an appropriate manner the information in the portfolio and to secure additional information from the student or other sources about the experiences described in the portfolio.

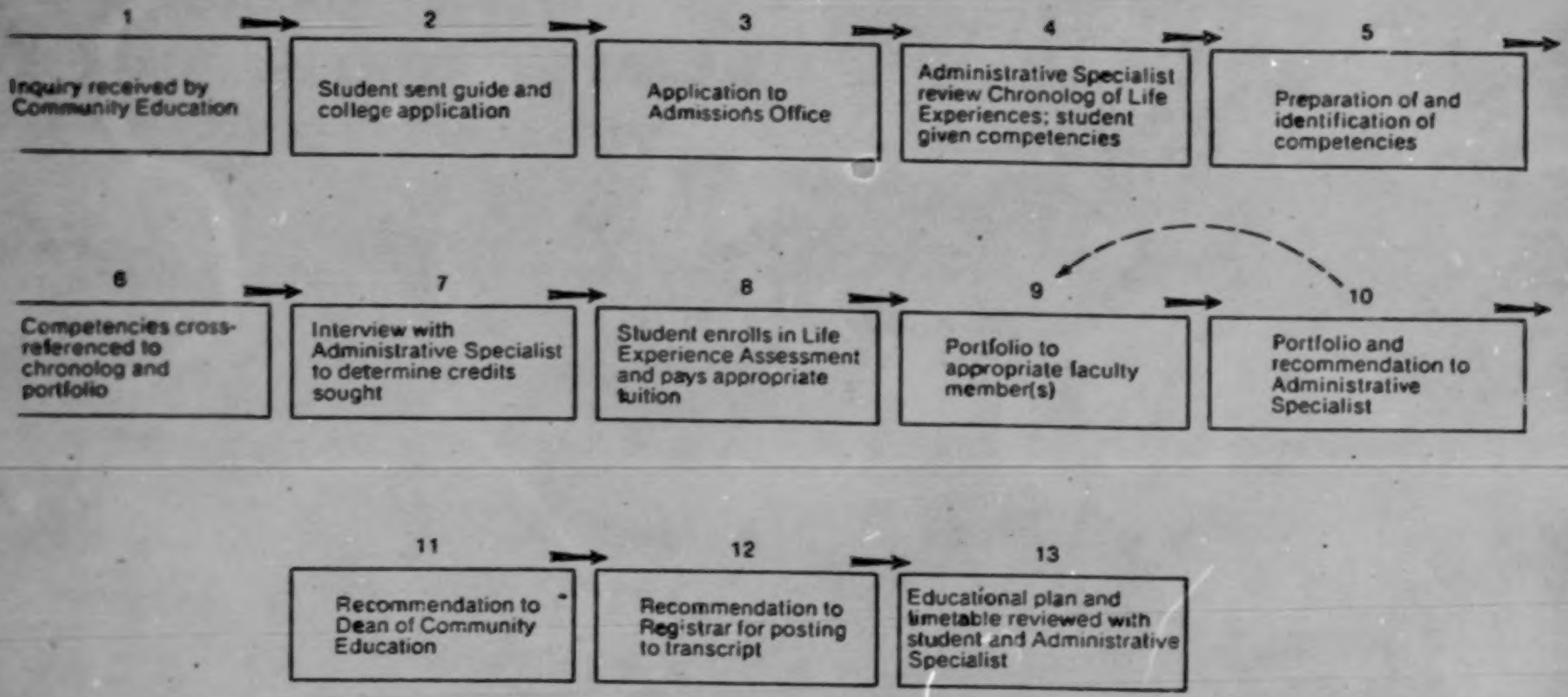
7. The faculty member making the evaluation may seek additional information about the student's knowledge and abilities through the Administrative Specialist, or directly from the student, or from persons knowledgeable about the student's achievements.

8. After the faculty member has completed the evaluation, he or she makes a recommendation for an award of credit on the form "Petition for Credit by Assessment," to the Dean of Community Education.

9. After the Dean's approval has been given, the Records Office is officially notified of the award of credit, and this award is entered into the student's permanent record.

10. For a variety of reasons no timetable for completing student evaluations can be set down in advance. In some cases individual evaluations may require as much as six months to complete because a student's experiences fall into several different disciplines, or because records are difficult to obtain.

EXHIBIT 15


1
Inquiry received by Community Education
2
Student sent guide and college application
3
Application to Admissions Office
4
Administrative Specialist review Chronolog of Life Experiences; student given competencies
5
Preparation of and identification of competencies
6
Competencies cross-referenced to chronolog and portfolio
7
Interview with Administrative Specialist to determine credits sought
8
Student enrolls in Life Experience Assessment and pays appropriate tuition
9
Portfolio to appropriate faculty member(s)
10
Portfolio and recommendation to Administrative Specialist
11
Recommendation to Dean of Community Education
12
Recommendation to Registrar for posting to transcript
13
Educational plan and timetable reviewed with student and Administrative Specialist

Sequential Model for Assessments—LEAP Program

EXHIBIT 16

ANTIOCH COLLEGE/WEST

THE DEGREE PLAN

introduction

The Degree Plan is a detailed outline of the framework and components of your undergraduate education. Composing this plan will probably be your first major documentation project and should be started as soon as possible after enrollment. It may also be your most arduous as it requires that you sift through your educational purposes and learning experiences in order to arrive at, synthesize, and articulate your own degree program. In the end, a good plan will reward you with a sense of perspective about this educational endeavor and with some notions about what to do next.

We require that you submit a written plan at least seven enrolled months prior to your projected graduation date. The plan needs to be accompanied by the Degree Plan Agreement (orange form) which signifies that your degree committee has collaborated with you in composing the plan and that they believe it to be adequate for the completion of a Bachelor of Arts degree. Naturally, then, this means that you will have formed your degree committee and met with them to address this task prior to submission of the plan to your program director.

The purpose of the seven-month deadline is to provide both you and us with the opportunity to evaluate the "adequacy" of your proposed degree program in its entirety both in terms of completeness and timeliness. In other words, is it enough or too much, and can you do it in the time-period you propose. Even though you may have to scramble during your first months of enrollment in order to accomplish this task, this is no excuse for a shabby job. Our feeling is that if you don't know clearly, or can't communicate clearly what your degree program is about seven months before graduation, then you probably should not be trying to graduate within that time-frame.

This does not mean that you cannot or should not modify or improve your plan as you go along. Indeed, we expect that you will; in fact, during the Candidacy review (at least three months prior to graduation) you are to indicate these changes. What we require initially, however, is a complete working paper that will let everyone know -- your degree committee members, your program director, and us in the Dean's Office -- what you have done and what we can expect from you. By providing the Plan at least seven months prior to your projected graduation date, there will be ample opportunity for critical and friendly feedback from a variety of people (viz., your Program Director and the Dean) whose functions are to support you through the process.

Now, how to do it.

There are four components to a degree plan:

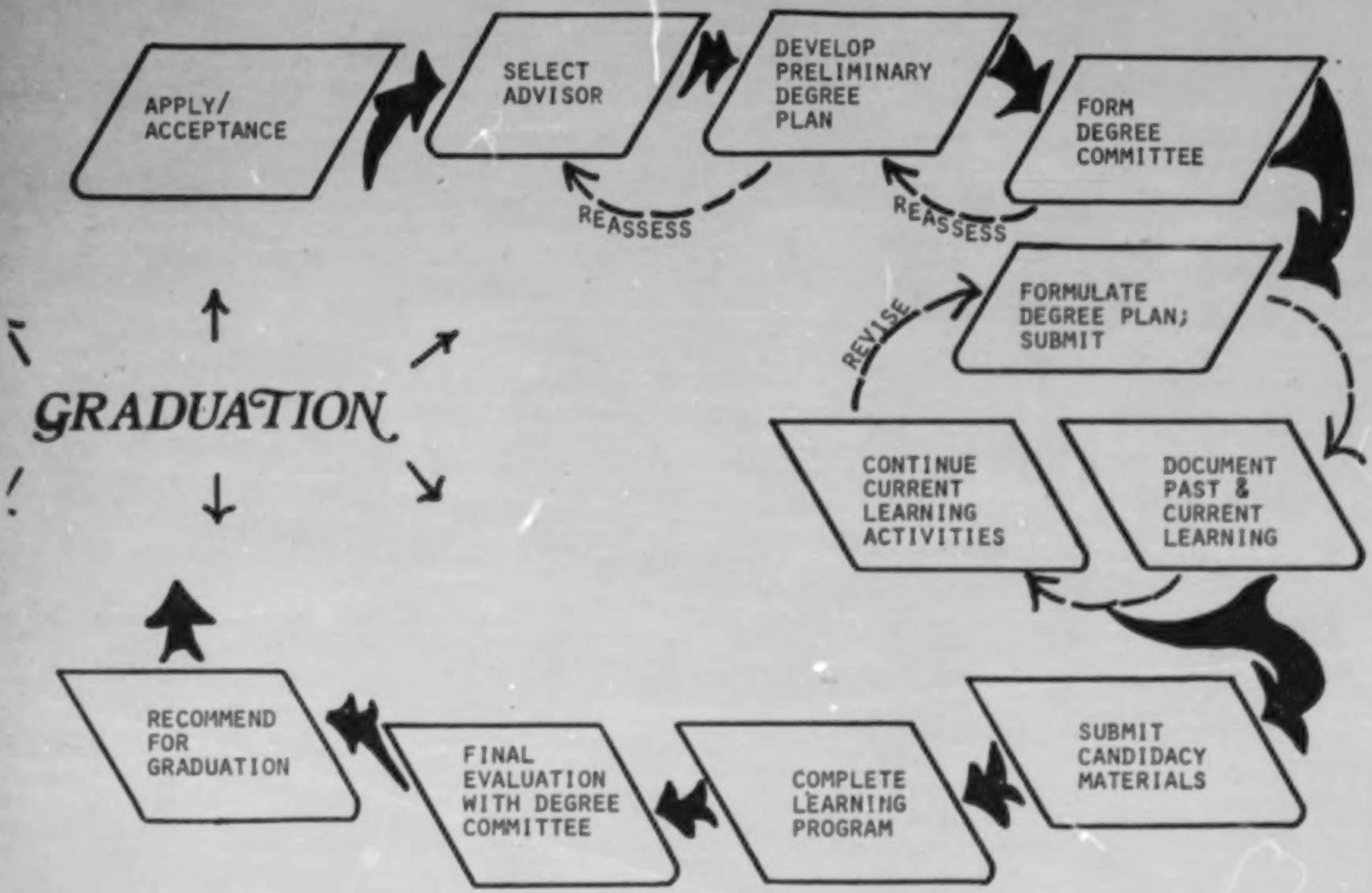
1. the Degree Committee"s concept of a Baccalaureate
2. the student's particular degree goals
3. the skills and knowledge needed to accomplish these degree goals, and how these are to be achieved through specific past and current learning activities
4. the data acceptable to the degree committee as evidence of the student's learning

The first thing to remember is that your degree plan is a system and that these four components of the degree plan (discussed in detail below) should comprise a WHOLE. That's what a well-designed system is about: a whole composed of parts in some orderly arrangement. The four parts of an Antioch/West Degree Plan are to be the essentials of this whole, and the structure of your educational program. Although they are numbered from one through four, these numbers are for purposes of identification and are not necessarily sequential. In other words, the way in which you proceed is up to you. Number 1-3 ("Concept, "Goals", "Skills and Knowledge") define your program from the abstract to the concrete, from the general to the particular, respectively. Number 4 describes the sorts of evidence that you will present to confirm that your plan has been accomplished.

You should begin wherever you feel most comfortable. Once you have composed all the parts, you should review them in an order different from the order of composition. This will assist you in arriving at a final product -- a WHOLE -- which is well integrated and internally consistent. You will thereby be able to see how your degree "goals" follow from your "concept" and how your "skills and knowledge" serve your "goals". Your plan should clearly communicate your intentions and the details of your degree program to persons who do not know you as well as to your advisor and degree committee; in other words, you need to be able to present yourself to The Outside World, including the Registrar and Dean of the College.

Another thing: Although your degree plan must contain each of the components as specified, we do not require any singular form in which they should be presented. This is because we are believers that FORM FOLLOWS FUNCTION, and, accordingly, there seems to be no one form which does the job best for everyone. The form you develop will, of course, depend on the nature of your plan. Because each student's program is unique to that student, regardless of similarities of field, we expect variations in style and structure. Examples we have seen are integrated narratives, the "matrix" or "modified-matrix" format, and straight-forward-outlines (see sample portfolios). Direct examination of portfolios on file at your Program will give you an idea of this range in style and structure. It is up to you, however, to present your plan as it emerges from your purposes.

Enough said on the Principle of Wholism. Let us turn now to the individual components of the Degree Plan.


APPLY/ ACCEPTANCE
SELECT ADVISOR
DEVELOP PRELIMINARY DEGREE PLAN
FORM DEGREE COMMITTEE
REASSESS
REASSESS
FORMULATE DEGREE PLAN; SUBMIT
REVISE
CONTINUE CURRENT LEARNING ACTIVITIES
DOCUMENT PAST & CURRENT LEARNING
SUBMIT CANDIDACY MATERIALS
COMPLETE LEARNING PROGRAM
FINAL EVALUATION WITH DEGREE COMMITTEE
RECOMMEND FOR GRADUATION
GRADUATION
!
!

THE DEGREE PROCESS

EXHIBIT 17

BUCKS COUNTY COMMUNITY COLLEGE

Step by Step Procedure for the Assessment Program

CREDIT FOR LIFE LEARNING EXPERIENCE (CLLE)

Step I Candidate submits application to Admissions for acceptance at Bucks County Community College (BCCC), pays $10 application fee, and is accepted as a student (does not have to register for classes).

Step II Initial interview--Candidate contacts Office of Continuing Education for Mature Students (CEMS) office, obtains CLLE student guide and meets with Assessment Advisor. During this interview options concerning non-traditional credit are explained.

Step III If a reasonable chance of CLLE credit is established through discussion, the candidate then files an application with the CEMS office and pays a $20 fee to the Bookkeeping Office.

Step IV Candidate develops learning survey. Assistance is provided by Assessment Advisors either through individual interview or group workshops. This learning survey will be designed to help identify the areas for which departmental examinations are already available as well as clarify types of learning experiences which indicate college level knowledge. The learning survey will include a search of the BCCC catalog and other college catalogs to identify courses involving the learning for which credit will be sought. All experiences must be related to approved credit courses at the freshman or sophomore level at accredited colleges and universities. The learning experiences will be grouped according to disciplines so that separate faculty evaluation can be scheduled in each discipline. Suggestions for documentation of the learning will be made to the candidate during this process and assistance given in obtaining necessary material. An anticipated number of credits will be established by the candidate and the Assessment Advisor. The number of credits will be determined by the credit values of the courses discovered in the catalog search.

Step V The completed learning survey is sent by the CEMS office to a faculty member with expertise in the area to be assessed (previously identified by department chairperson). The faculty member reviews the application for suitability and determines whether additional information is needed before the faculty member meets with the student. The faculty member also outlines proposed methods of assessment for credit.

Step VI The learning survey is returned to the CEMS office for review with the student.

Step VII If everything is acceptable, the student makes an appointment with the faculty member. This meeting is brief and exploratory; it is not the assessment. The faculty member explains the assessment methods to the student and makes suggestions for additional readings or review before the actual assessment takes place.

Step VIII At the conclusion of this meeting, the faculty member returns the learning survey to the CEMS office, along with the estimate concerning time necessary to perform the assessment on the basis of $15 per hour. (See explanation of fees on page 11). This will then be reviewed with the student by the Assessment Advisor. Contracts may then be signed by the student agreeing to the cost of the assessment and the faculty member agreeing to perform the assessment.

Step IX Candidate now pays for the assessment. (Fee determined by computed formula.) This fee will not be refundable.

Step X Faculty member will meet with candidate and carry out assessment in one or more meetings. The outcome may be of the following:

(a) Awarding of credits based on material in the learning survey.

(b) Awarding of credits contingent upon completion of additional work or credentials.

(c) Awarding of credits not recommended.

If outcome (b) the student will return to the faculty member with additional work or materials in order to complete the assessment.

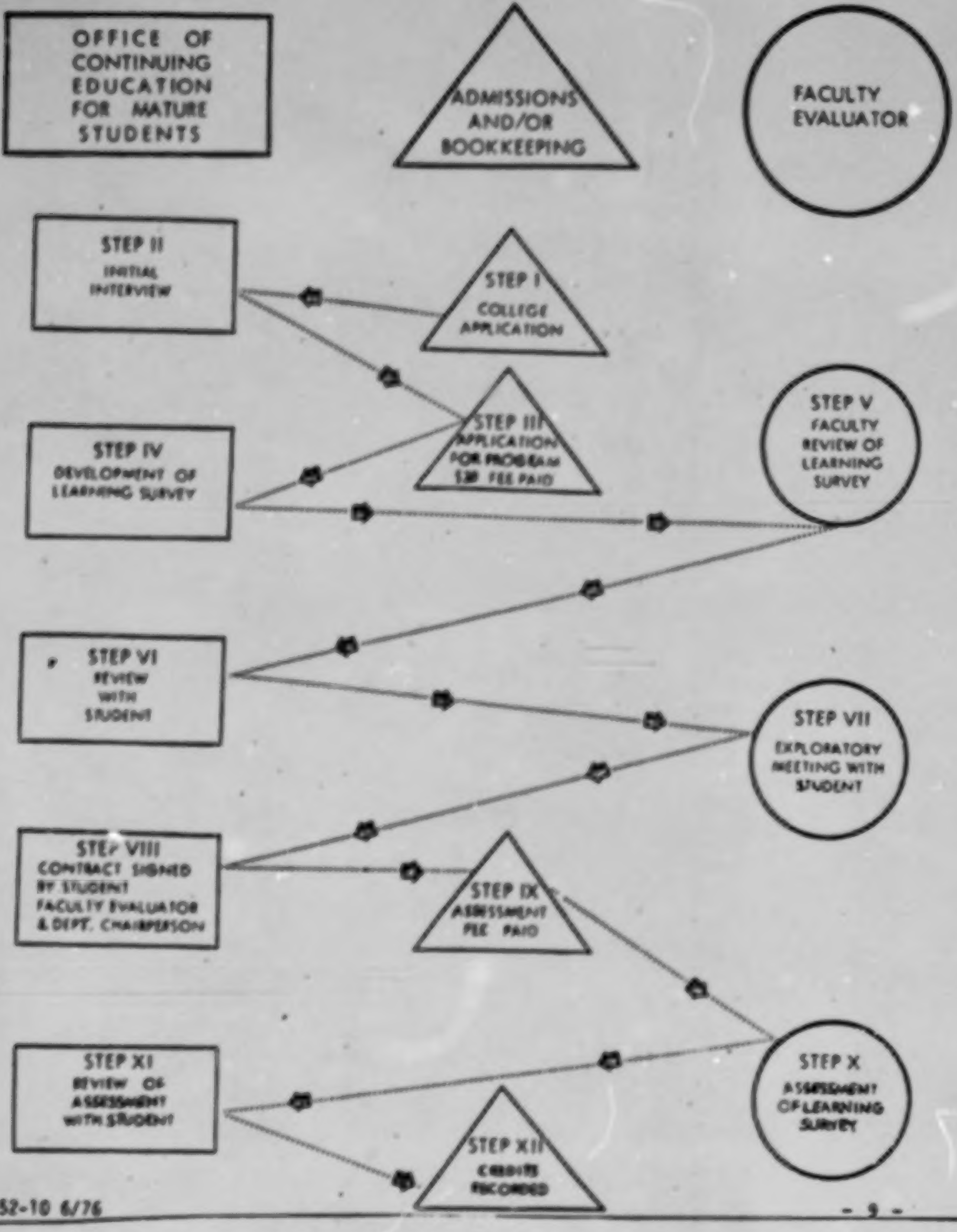
Step XI Faculty member returns the completed assessment material to the CEMS office with the professional time report form attached.

Assessment Advisor meets with the candidate if there is any question concerning the decision. If a problem arises, the Assessment Advisor will contact the faculty member for clarification.

Step XII A copy of the individual assessment report will be sent to the Admissions office by the CEMS office. These credits will be officially awarded upon enrollment in credit courses at the College. The Admissions office will inform the CEMS office and the student when credits are recorded on the transcript.

steps of procedure for assessment

CREDIT FOR LIFE LEARNING EXPERIENCE PROGRAM


OFFICE OF CONTINUING EDUCATION FOR MATURE STUDENTS
ADMISSIONS AND/OR BOOKKEEPING
FACULTY EVALUATOR
STEP II INITIAL INTERVIEW
STEP I COLLEGE APPLICATION
STEP III APPLICATION FOR PROGRAM $20 FEE PAID
STEP IV DEVELOPMENT OF LEARNING SURVEY
STEP V FACULTY REVIEW OF LEARNING SURVEY
STEP VI REVIEW WITH STUDENT
STEP VII EXPLORATORY MEETING WITH STUDENT
STEP VIII CONTRACT SIGNED BY STUDENT FACULTY EVALUATOR & DEPT. CHAIRPERSON
STEP IX ASSESSMENT FEE PAID
STEP X ASSESSMENT OF LEARNING SURVEY
STEP XI REVIEW OF ASSESSMENT WITH STUDENT
STEP XII CREDITS RECORDED

At Sterling College, the process is as follows:

(1) Get an appointment with the Dean or the Registrar for a preliminary discussion about your "life experiences" to find out what possible credits you might validate.

(2) You may be asked to confer with an appropriate evaluation team chairman or representative to discuss the possibilities further.

(3) You will then begin to assemble the kinds of evidence you are requested to submit to validate your experience.

(4) You decide how and when you want your credits validated.

(5) You appear before the appropriate evaluation team or some other person who may be designated, present the evidence for your life experience and get the experience(s) evaluated for competency credits.[6]

Sharon (1975) suggests the following flow chart for assessing experiential learning acquired through work (Exhibit 18).

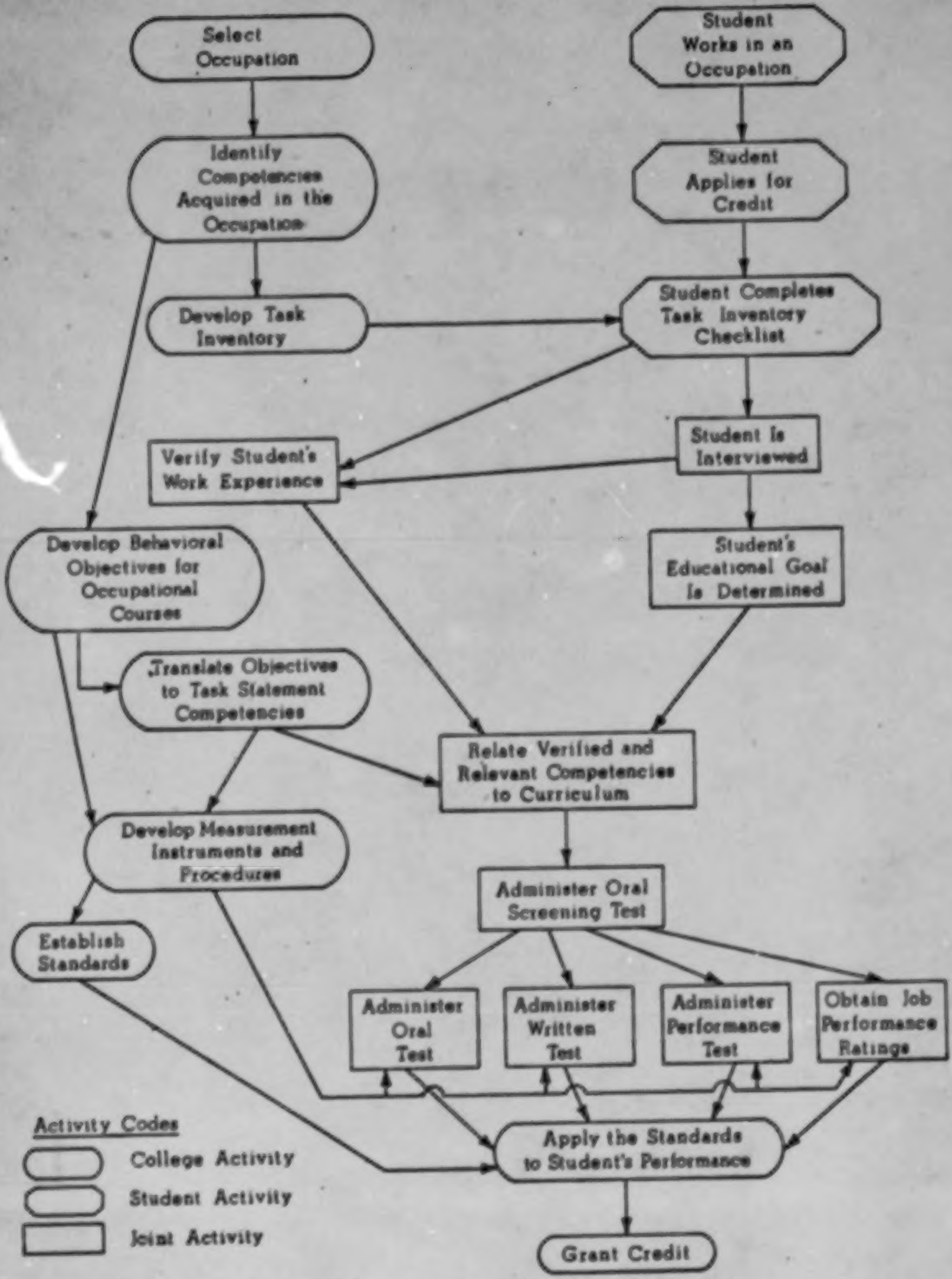
6.5 What procedures must be developed to assist students to identify, describe and document past learning?

Churchill (1973) stated six major principles for considerations relating to evaluating demonstrable prior learning for multi-campus Antioch College:

1. Explicit degree requirements shall be stated by all campuses.
2. The admissions process shall include consideration of the value of prior learning and discussion of such learning with the applicant.
3. Procedures will be developed for assisting students to identify, describe and document past learning.
4. Explicit procedures shall be developed for preparing student plans to satisfy degree requirements. (continued on page 205)

EXHIBIT 18

Work Assessment Model for Prior Learning


Select Occupation
Student Works in an Occupation
Identify Competencies Acquired in the Occupation
Student Applies for Credit
Develop Task Inventory
Student Completes Task Inventory Checklist
Verify Student's Work Experience
Student Is Interviewed
Develop Behavioral Objectives for Occupational Courses
Student's Educational Goal Is Determined
Translate Objectives to Task Statement Competencies
Relate Verified and Relevant Competencies to Curriculum
Develop Measurement Instruments and Procedures
Administer Oral Screening Test
Establish Standards
Administer Oral Test
Administer Written Test
Administer Performance Test
Obtain Job Performance Ratings
Apply the Standards to Student's Performance
Grant Credit
Activity Codes
College Activity
Student Activity
Joint Activity

5. The evaluation of past learning shall be undertaken only by competent evaluators.

6. Institutional procedures for implementing policy will be formulated and periodically reviewed.[7]

At Delaware County Community College upon inquiry, the student is given a form, "Guide to Life/learning Experience Assessment Program" (see Appendix E).

Many colleges involved in experiential learning assessment enroll students in a portfolio development course for any where from 1 to 3 credits. The rationale behind this is evident in that regardless of whether it is a public or private institution, income is being received and the various accountability processes served through having faculty assigned. A description of such a course can be found under question 4.7.

Medsker et al (1975) suggested the following:

> The possibilities open to students for receiving credit for prior life/work experience should be described clearly and completely. Programs may find special handbooks, examples, and other materials of great value in conveying to students an understanding of:
>
> a) Which learnings from prior experience may be eligible for credit.
>
> b) How such learning experiences can be assessed or verified.
>
> c) The limitations, if any, placed on the amount of credit toward the degree.
>
> d) The transferability of such credit to other institutions.[8]

It must be emphasized that the fundamental basis for the granting of credit rests on the assumption that learning has occurred as a result of experiential activities. The awarding of credit can not be justified on any other basis.

6.6 What problems can be expected in the Admissions Office?

In the study by this writer and Wyman (1975), the following was summarized from the cases of the six schools:

> Admissions Office Problems
>
> The admissions office has unique aspects. Not one of the responding institutions suggested any resistance to the new assessment of experiential learning concept. In these days, the more students, the merrier! But when the program actually began, many difficulties arose. Who is responsible for recruiting and admitting these students? If the admissions office, are they responsible for assessing the life experiences, as they may have been with transfer credits? If some other office, are all the various procedures and paper work adequately supervised? Are students admitted year round, and if so, what effects does this have? Should these students be required to meet the normal admissions criteria such as college board examinations? How do we handle credits earned many years ago?
>
> In most cases, students are admitted to the school at any time during the calendar year. This would appear to be effective. With declining enrollments facing so many institutions, an assessment of experiential learning system would seem to aid in generating new students, and anything to pave the way more smoothly deserves thoughtful consideration. Webster College suggested that the advising, assessment and admissions officers have a series of meetings to delineate individual and collective responsibilities. Following the aegis of their Continuing Education for Women Department, the University of Pittsburgh has virtually eliminated any statute of limitations on credits previously earned. This is perhaps too extreme. Certain disciplines, e.g. the lab sciences, have changed and grown so much that it would appear that some restrictions might be warranted. The College of Saint Rose has taken both the recruitment and admission of these students out of the admissions office and placed these responsibilities in the office of the program director of the assessment of experiential learning system.

> It is herein recommended, however, that the students be admitted through the admissions office according to normal procedures. The only exception being that such requirements as ACT and CEEB be waived pending the assessment of their learning. After being admitted, these students would then be passed over to this program's director for processing and assessing. Once the final status has been detailed, the assessment committee can determine whether any or all required extrance examinations are necessary on an individual student basis.[9]

Medsker et al (1975) made the following suggestions:

> External degree programs may require adoption of admissions requirements other than those used by regular programs. This decision should be made jointly by the planners of the program and appropriate administrators and staff. Although admissions requirements need not be different from those in traditional programs, flexibility is of prime importance.
>
> When particular characteristics or skills (for example, the ability to do independent study) are necessary for success in nontraditional educational settings, they should be well publicized so that students are aware of what is expected of them.
>
> Within existing institutions, the special problems of admitting students to extended degree programs (for example, registration at field sites, use of alternative criteria, etc.) suggest that most of the admissions function should be carried out by program staff instead of by the regular admissions office. If this procedure is not feasible locally, the program staff should develop a close working relationship with the admissions office to facilitate the processing of external degree students.[10]

In summary, it can be said that the traditional selection measures and criteria such as high school rank and grades, CEEB test scores and the like are not appropriate for the process of admitting students seeking assessment of experiential learning to the college. The recommendation of this writer is that each student be admitted on a conditional basis and that following the assessment of experiential learning, and the award (or non award) of credit, the student be directed into courses or learning strategies consistent with the student's career goals and the philosophy of the institution.

6.7 What problems can be expected by the Office of the Registrar?

In the study conducted by this writer and Wyman (1975), the concerns were summarized as follows:

> Registrar's Office Problems
>
> The registrar's office is a source of difficulty in any new program. Procedures are frequently scheduled rather precisely. Space is often at a premium. If the office is computerized, the computer time is limited and expensive. The assessment of experiential learning system often runs into real resistance from this office--more so than many other innovations. Are students admitted all year round rather than just at the beginning of terms? What will this do to our schedule? How can we incorporate "competencies" into our grading system, our transcripts, our computer, our grade point average? Will we get additional personnel to handle the additional work required? Do we have control over the portfolios or are records going to become scattered all over the institution? How can we possibly insure confidentiality?
>
> As in all instances, it seems advisable in meeting these problems and concerns head on. The registrar should be put on the planning committee at the outset. Northeastern Illinois suggests that if it is impossible to change the entire record keeping system right away, an interim solution is to simply attach a credit equivalency form to the final transcript. Sterling approached the computer problem by having one of their upper classmen in computer science design an appropriate program. In any case, record keeping is going to need revision and the registrar is going to need sympathetic assistance and cooperation. It is not suggested that it be done as one of the sample institutions did--which was to simply "instruct the registrar that the job must be done," and then give him an absolute deadline to accomplish it.[11]

Medsker at al (1975) made the following recommendations:

> A special system must generally be devised to keep track of nontraditional students, since it is especially difficult in extended degree programs to maintain up-to-date records on student

enrollments and on progress in programs which allow continuous admissions, individual pacing, no residency, or no discrete enrollment terms.

Rules, regulations, and program options are often more subject to change in nontraditional than in traditional programs. For this reason, institutions should be especially alert to keeping students informed of any revisions of degree requirements or expansion of educational opportunities. Changes should not adversely affect students enrolled prior to changes, and options, new and old, should remain open to them.[12]

The most serious problem of the registrar's office in these types of programs is the articulation of this record with other postsecondary institutions. This problem is reviewed later in this chapter and in chapter eight dealing with "Other Agencies and Institutions." It would be well to point out here that the narrative transcript, as used at a number of institutions, has caused the greatest concern.

6.8 How do institutions handle the problem of residency? Can a student be awarded a degree without taking a course at our college? Is there a sample policy statement which deals with the question of residency?

In this writer's 1974 study, the question was posed, "What is the maximum number of credits that can be awarded for experiential learning?"[13] Table 17 summarizes the responses from 58 institutions to this question. As depicted, there were 11 institutions (19%) who indicated that there was no limit on the number of credits that could be awarded. It can probably be assumed, therefore, that these institutions did not require students to take any courses at their respective institutions.

TABLE 17

Maximum Credits for Experiential Learning

Four Year Colleges	Credits
11	No Limit
1	No Limit (45 of last 60 on campus)
1	147 (45 additional required in residence)
1	125 (32 within a subject area)
1	94 (30 additional required in residence)
2	90
1	75
1	72 (30 non-liberal arts)
1	62
2	60
1	58
1	45
1	36
1	35
1	32
4	30
1	26
1	24
1	20
2	18
1	17
2	15
1	14
4	12
1	10
1	11 (out of 36 required for graduation)
2	9
1	6
2	Varies according to program
7	Not yet determined

Prior to the development of the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College, the policy on "Credit by Examination" read as follows:

> Credit from non-accredited institutions and/or credit for work experience may be granted for appropriate courses on the basis of written examination. The Dean of Instruction will approve the

> granting of such credit upon recommendation of appropriate faculty members, in accordance with College policy.

With the advent of the LEAP program, the policy was modified under the title of "Credit by Assessment" and now reads as follows:

> The Community College of Delaware County recognizes that college-level study and achievement does not always take place in the formal setting of the college classroom. Such college-level learning may have taken place through on-the-job training, military service schools, the United States Armed Forces Institute, independent study, travel, etc. The College will, therefore, award credit where such achievement is relevant and can be demonstrated through standardized tests such as the College-Level Examination Program (CLEP), through its own Credit by Departmental Examinations, through a faculty assessment of experiential learning, and/or through such other measures as the College may devise. Credit awarded on the basis of the College-Level Examination Program (CLEP), United States Armed Forces Institute (USAFI) courses and Advanced Placement will be treated in the same manner as Transfer Credit.[14]

In addition, the question of residency was approached in a unique fashion. What the College decided was to maintain the concept of residency but to define it so that credits awarded by the assessment of experiential learning and credits awarded for courses taken at the College would satisfy residency requirements. The rationale is that in the assessment process, the student will be in direct contact with usually 2 to 3 faculty members. The Committee on Instructional Affairs of the College felt that this would in fact fulfill the purpose for which residency was established. This traditional concept of residency usually implies that the student has been exposed to a broad enough spectrum of faculty who can attest to the "worthiness" of the student in being awarded a degree.

6.9 What are some current practices and problems associated with the transcripting of experiential learning?

Willingham et al (1974) addressed this question as follows:

> The recording of credit for experiential learning presents a variety of problems to institutions and programs. The basic issue is often whether the credit should be linked to the course structure and recorded on the transcript as the equivalent of specific courses. Some institutions take this approach, and transcripts list the courses as though they had been taken at the institution with some heading or footnote to indicate that the credit is the result of experiential learning rather than classroom experience. Other institutions deal in blocks of general credit. For example, rather than attempting to determine specific course equivalencies of the experiential learning, an institution may simply award X hours of credit in English, or business or general education and so record it on the transcript. Those institutions that follow a competency approach usually carry this into their recording and transcript system, and the experiential learning credit is simply tied to the competency involved. Practices vary as to whether the basis for demonstrating the competency or its source are indicated on the transcript.
>
> Finally, a number of institutions are attempting to develop narrative transcripts either as a reflection of their entire curriculum or for the specific purpose of dealing directly and comprehensively with the problem of recording credit for experiential learning. Such transcripts vary in the detail provided and in length from a few lines to a page or more for each credit entry. They attempt to provide to the user of the transcript some meaningful and useful description of what learning occurred and hence what was credited. Such transcripts tend to be highly individualized, particularly with regard to experiential learning, since they are a direct reflection of the learning assessed and credited and often unique to the particular student. It is not yet clear how much the narrative transcript will help the two-year college student in transferring credit to four-year institutions.[15]

On this later point, CAEL is now attempting to develop relationships between two and four year schools, and also with the Graduate Record Examination Board to facilitate transfer between undergraduate and graduate schools.

A problem that has occurred at several institutions is the "doubling up" of credit, i.e. a student being awarded credit on the basis of completing a specific course at an accredited institution and then being awarded credit for the learning of the same concepts experientially. Most institutions have developed procedures to prevent this possibility.

6.10 Are there models available for transcripting experiential learning?

Forrest et al provides us with five examples of how institutions are handling this problem:

> Governors State University in Illinois gives a very specific list of the knowledge or skill demonstrated by the student. Where additional information is necessary, a description of the learning process is given. Usually no evaluative material, either grades or narrative, is included.
>
> In contrast to this form, the University of California, Santa Cruz, uses one in which a title and a unit designation are given as well as an indication of whether or not the learning was credited. No letter grades are given, however, and the bulk of the transcript is composed of reproductions of narrative evaluations written by the faculty.
>
> Goddard College in Vermont gives, on the transcript, titles of learning experiences and their semester-hour equivalents, determined by the percentage of study time devoted to the experience. The transcript also gives abstracts from evaluations written by both the student and instructors. These abstracts may deal with the affective as well as the cognitive facets of the learning experience.
>
> A more extensive document used by Empire State College includes a narrative summary of the student's accomplishments prepared by the student's advisor, a summary page of titles, list of units completed, supporting materials, the student's graduation contract, and reproductions of evaluations completed by instructors. These evaluations describe the learning process as well as the assessment of the outcomes.

A fifth type of transcript from Johnston College, University of Redlands, gives a specific description of the knowledge and skill that the student has demonstrated and of the learning experience that led to the development of those competencies, as well as annotations of evaluations written by the assessors. These evaluation sections describe the assessment technique used, the ways in which the student met the criterion standards established to measure competency in each area, the qualifications of the assessor, and the date the evaluation was performed. Johnston College assigns no credits or grades. Though no student assessments are included, students generally aid in the preparation of the transcript, (c.f. Keeton, 1976).[16]

At DCCC, although competencies have been developed by the faculty, when they have completed an assessment of a student, they can recommend specific courses for which a student would receive credit with no letter grade. The grade column on the transcript indicates a "CR" meaning credit by examination. Faculty also have the option of awarding the credit as an elective if they feel that the competencies, although creditable toward a degree, do not "fit" a specific course we offer, e.g. Business Elective 3 Cr., Humanities Electives 6 Cr., etc.

At East Texas State University, the student must complete 10 courses in residence with a "C" average before he can have his occupational competency courses transcripted. There is a limit of ten courses for which a student may receive credit for competencies acquired through work experience.

At Central Michigan University, after the evaluation the faculty member translates the experiences into course titles. Credit is determined by the applicability of the experience to the graduate program and by the depth of the experience.

The Metropolitan Consortium of Competency Based Education generates both a frontpiece transcript, which approximates a traditional transcript, and a narrative attachment, which details the competencies the student has acquired.

Appendix F is an example of a transcript which combines the standard type of transcript with an accompanying narrative transcript expressed in competency terms as used at Lakewood Community College in White Bear Lake, Minnesota.

It is quite evident that there is little standardization in the transcripting of experiential learning. In a recent discussion this writer had with the registrar of a four year institution, who has been active in the CAEL Assembly, he suggested that possibly on a regional basis the registrars of institutions delivering and receiving students with these types of transcripts could agree on a certain format. We agreed that although this would be extremely difficult since non-traditional institutions usually have strong philosophical ties to their method of transcripting learning, possibly some accord and standardization could be reached within each type of transcript, e.g. narrative, competency statements, etc., and possibly on the types of documentation that might accompany a non-traditional transcript if that were deemed appropriate.

6.11 Should students be permitted to petition assessment decisions?

Peter Meyer found that "While all programs claim that students may appeal the decision of a faculty evaluator or a committee, the formalization of this procedure is not widespread." Meyer concluded with the statement that, "The only programs that have had significant appeals, interestingly enough, are those which began by using one-on-one evaluation rather than committee assessment."[17]

This question was raised by members of the Committee on Instructional Affairs at DCCC when the amendment to a particular college regulation was being reviewed. The decision made at that time and continuing in existence would be that students being assessed for prior experiential learning would have the same administrative avenues for questioning an assessment decision as do students in the College's traditional program, i.e. House Deans, Vice President of the College, President and Board of Trustees.

Reverend Woods found that 46 out of 58 (79%) institutions provided a vehicle for appealing assessment decisions.[18]

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11. Kray, Op. Cit. pp. 61-62.

12. Medsker, Loc. Cit.

13. Kray, Op. Cit., p. 29.

14. Policy Manual, Delaware County Community College, Media, Pennsylvania, 1976, p. 122.

15. Willingham, Op. Cit., pp. 53-53.

16. Keeton, Op. Cit., pp. 172-173.

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18. Woods, S.J., Op. Cit., p. 6.

CHAPTER SEVEN

FINANCING

In the days of tight budgets and retrenchment an axiom among administrators seems to be developing that goes something like, "We are all for educational innovation as long as it can be demonstrated that it is cost effective." In other words, it must be shown that the same amount of productivity must be generated with fewer dollars.

This chapter will explore many of the problems of financing experiential learning assessment and attempt to depict the various aspects of cost and funding along with an example for formula based institutions. The concept of cost effectiveness will be viewed from several vantage points and examples of charges to students will be explored.

7.1 Are institutions concerned about the financing of an experiential learning assessment program?

Curiously, most institutions, although being concerned about financing such a program, do not see it as a major problem. This was found in the 1975 Policies, Procedures and Politics study conducted by this writer and Wyman.[1] CAEL also found this to be true when they received applications from only two institutions to study cost effectiveness of experiential learning assessment for their Operational Models project (funded by the Fund for the Improvement of Post-secondary Education), out of twenty applications received. The other eighteen applications were to develop Operational Models on establishing criterion standards.

In the Policies, Procedures and Politics study, it was found that typical difficulties institutions had with finance were in projecting costs, including what costs should be used, such as overhead, administration, faculty compensation, etc. Several schools indicated difficulty in obtaining funding either from their State Department of Education or their own funding agency. There was little difference between public and private institutions with regard to obtaining funding support. A problem here, of course, is the lack of information on institutions which were unable to begin experiential learning assessment programs due to a lack of funding.[2]

7.2 Who should pay for the cost of assessment?

This question is usually one of the first questions asked by administrators and members of boards of trustees. Many times it is asked less philosophically, something life, "Where are we going to get the money to support this activity?" At Delaware County Community College, the basic premise, which was a part of the program planning effort, was that those parties who share in the cost of traditional study, should share in the cost of non-traditional study. In this case, that meant students, state, and local sponsor. Later in this chapter, the procedure used to establish this concept will be portrayed.

Gould (1973), as Chairman of the Commission on Non-Traditional Study, listed cost including tuition and all incidentals as the most predominant obstacle to learning cited by would-be learners, 53%. He also said that systems of faculty reward and promotion should not discriminate against the person who teaches in non-traditional programs.[3]

Gould (1973) also pointed out that alternative fee structures cannot be avoided when major educational changes occur. He said that public institutions, whose income is ordinarily determined on a full-time student (or equivalent) basis, must devise some formula of payment that guarantees adequate support.[4]

Bowen (1973) discusses a model external degree institution and enumerates average costs of $40 for evaluation of a student's educational history and status, $30 per student for counseling, $100 per student course enrollment, $100 per student for comprehensive examinations. He further suggests that charges for students in external study should be at least as high, relative to cost, as that for resident study. As to whether tuition should produce a large or small share of the cost, Bowen (1973) states that essentially the same arguments would apply to external degree programs as apply to conventional resident instruction. He concludes by saying that external degree programs of quality are likely to be quite costly--at least in the short run--and cannot be absorbed into institutional budgets without adequate funding, and that efforts to mount these programs without sufficient financing will inevitably hurt performance in both internal and external programs.[5]

Houle (1973) advises institutional leaders considering embarking on an external degree program that there are only a few financial guidelines available, some of them ambiguous, and they are the following:

> 1. The external degree and the administrative unit which supports it and other educational services tend to produce revenue for their universities. In at least a few cases, they are maintained precisely because they help support other parts of the institution.
>
> 2. Some special degrees for adults are less expensive than internal degrees at the same university; some are more costly.
>
> 3. A great deal of attention must be given in cost accounting to the maintenance of quality.
>
> 4. None of the major non-traditional assessment degree programs in the United States have existed long enough to demonstrate this on-going financial viability.

5. If the external degree program is to be experimental, new systems must be devised for assessing student fees.

6. The out-of-pocket costs to both student and university usually are much less for the external degree than for the internal degree.

Houle (1973) also said that the chief cost benefit of an external degree to a college, particularly one experiencing a decline in the number of internal students, comes from more efficient use of its human and building resources.[7]

In their report on the "Open University" (1971), the Massachusetts State Board of Higher Education reported costs in Britain's Open University as $635 per student and the Urban College of Roxbury, a branch of the Antioch University Without Walls, as $2,660 per student. The estimate for start up costs for an external degree program were projected at ten percent of those for a conventional university. The report went on to say that the annual cost per student for instructional services at the Massachusetts Open University were estimated as follows:[8]

Mentors	$200
Tutors	$250
Evaluation	$200
Adjunct Faculty	$ 30
	$680

The Federation of Regional Accrediting Commissions of Higher Education (1973) with regard to non-traditional study, was concerned with the placement of responsibility, the use and availability of resources, and the relation between student charges, services rendered, and benefits acquired.[9]

Hawkridge (1973) noted that income at the British Open University was derived from government grants, student fees and substantial sales of Open University materials in North America. He said that any cost analysis will provide differences depending on whether we look at recurrent or capital costs, at costs per student, per course, or per graduate, or at costs set against life-time benefits. He concluded that the University is likely to continue to be cost effective within most of these frames of reference.[10]

Wagner (1973) tried to evaluate the costs of the Open University compared with those of conventional British Universities. Using figures from the first three years of the University's development, he concluded that whichever formula was used, the Open University was appreciably cheaper in recurrent costs and considerably cheaper in capital costs.[11]

Wagner (1972) gave the following figures to illustrate comparative costs:[12]

		Open University	Conventional
A.	Average recurrent cost per equivalent undergraduate	£ 251	£ 940
B.	Capital cost per student place	£ 165	£ 3000
C.	Average recurrent cost per graduate	£ 4000 at 85% deposit	£ 4000 +
D.	Resource cost per equivalent	£ 268	£ 1577

Rosenstein (1972) found costs of external degree programs to vary considerably depending upon the institution. As could be anticipated, the larger the number of students affected, the lower per unit cost. This range went from $2,200 per student for 100 students at one institution to $550 per year for 100 students at another institution.[13]

The following description by this writer has been excerpted from the CAEL Institutional Report on Delaware County Community College. Implementing and Financing Portfolio Assessment in a Public Institution:

> **Financing the Program**
>
> It is evident that the financing of non-traditional study is a concern of many commissions and institutions. In a recent study conducted by the DCCC Dean of Community Education on financing the assessment of experiential learning, 21 of 43 institutions (47 percent) indicated their charge to students was estimated to cover the students' share of the overall operating costs. These institutions were both public and private and charged from $5 to $31 on a "credit-hour-awarded" basis, and from $15 to $350 on a "flat-fee" basis.
>
> The financial model presented here focuses solely on a program to assess experiential learning. Although this model is based on experience with formula funding at community colleges, it is adaptable to any public institution of higher education which receives funds on a formula basis.
>
> One of the underlying assumptions of this model is that students should only be charged for their share of the costs involved in assessing their life/learning experiences. In other words, if the tuition charged to traditional students is one-third of the overall operating costs of the institution, then the tuition (or fees) charged to non-traditional students should only be one-third of the operating costs of assessment. In either case, the remaining two-thirds of the costs should be borne by the local sponsor and state (states differ in their funding formulas, but the basic concept should be applicable). Another assumption of this model is that evaluation is a learning process and an integral part of instruction.
>
> The financial model that we have developed begins with the preparation of a budget to include both fixed costs--such as administration and faculty compensation for the development of competency objectives--and variable costs--such as counseling, faculty compensation for assessment, printing and promotional materials.

instructional supplies, and overhead. Fixed costs are those that must be incurred no matter how large the program is, and variable costs are those that fluctuate depending on the number of students in the program.

Table 18 depicts the fixed costs that might be incurred in our program, and Table 19 shows the variable costs based on assessing three hundred and six hundred students.

TABLE 18

Fixed Costs

Administration (10% of Dean)	$2,600
Development of competency objectives for 10 curricula @ $2,000 each amortized for 10 years	$2,000
Total fixed costs	$4,600

TABLE 19

Variable Costs

	300 Students	600 Students
Administrative Specialist/Counselor	$11,000	$22,000
Faculty Compensation for Assessment	27,000	54,000
Printing-publicity	1,200	1,600
Misc. Instructional Supplies	500	1,000
*Indirect Cost (15% of Direct Costs)	7,995	12,480
Total variable costs	$56,695	$91,080

*Includes facilities, registration office, accounting office

It is obvious from the information in Table 19 that the major variable cost is faculty compensation. Based on our original projection, and now on one year of experience, we know that it takes a faculty member an average of slightly less than one clock hour for assessment for every credit hour sought by each student. Therefore, 3,600 credit hours for 300 students and 7,200 credit hours for 600 students (an average of 12 credits each) would take a little less than 3,600 and 7,200 faculty clock hours respectively.

When we multiply the faculty rate of $8.13 per credit hour times 3,600 and 7,200 clock hours, we arrive at figures of $29,268 and $58,536, respectively. Allowing for the fact that the average time of assessment is slightly less than one clock hour per credit hour, these figures have been decreased by 7.7 percent to $27,000 and $54,000, for 300 and 600 students, respectively.

Once we have developed the costs, the number of students and the average number of credits they will be seeking must be estimated. An average of 12 credit hours sought per student was our best estimate at the beginning of the program, and in actual practice for the first year of the program this estimate held true. To project the total average credits that will be sought, we then multiply the estimated number of students by the average number of credits sought. The total costs of the program divided by the total average credits gives us the average cost per credit by assessment. This can best be illustrated by Table 20, where we have used 12 credit hours as the average number of credits sought by each student.

TABLE 20

Computation of Cost of Assessment

A.	Number of Students	300	600
B.	Number of credit hours assessed (average of 12 per student)	3,600	7,200
C.	Fixed Costs	4,600	4,600
D.	Variable Costs	56,695	91,080
E.	Total Costs	61,295	95,680
F.	Average cost per credit by assessment (rounded) Item E ÷ B = F	$17	$13

It is important to note that the "credits sought" concept is key to the construct of this model. The tuition charged to students is based on the credits sought and not on the credits awarded since the program will incur the same costs whether or not the credits are awarded. The compensation of faculty is based on the number of credits sought and assessed and not on the basis of credits awarded. During the counseling process, prior to the actual faculty assessment, the student can match his or her learning experiences against specific competency criteria and determine the number of credits he or she will seek, and in the process estimate the tuition cost.

The next step is to determine a ratio of the average cost per credit by assessment compared with the cost per credit in the traditional program. We have found that the cost per credit in our traditional program is $66, compared with $17 (with 300 students in the program) for each credit sought by assessment, or a ratio of 4 to 1. In other words, the cost of the assessment process is 25 percent of the cost per credit per student in the traditional program. The ratio, of course, can change depending on the number of students being assessed, the cost at the institution, the average number of credits being sought, and the per credit cost of the traditional program.

At this point, the next step is to get all parties--students, local sponsored, and state--to share in these costs. Our plan is the development of a "course", which in our terms is the instructional process of evaluation. The catalog description of this "course" is as follows:

EXP 2900 ASSESSMENT OF EXPERIENTIAL LEARNING
Credits 1 to 12

An instructional process designed to document, evaluate, and validate learning that has taken place through non-traditional means, e.g. work experience, independent study, travel, etc. The number of credits for which students enroll in this process will be dependent on the number of academic credits sought by each student, i.e., for 4 credits or less to be evaluated, a student will enroll in "Assessment of Experiential Learning" for 1 credit.

You will note from the description that we are using the four to one ration. A further illustration of the mechanics of this process using the four to one ratio is outlined below. The same concept can be applied if the ratio is three to one or six to one.

Course Number	EXP Course Credits	Credits Sought
EXP 2900	1 credit	1 to 4 credits
	2 credits	5 to 8 credits
	3 credits	9 to 12 credits
	4 credits	13 to 16 credits
	5 credits	17 to 20 credits
	6 credits	21 to 24 credits
	7 credits	25 to 28 credits
	8 credits	29 to 32 credits
	9 credits	33 to 36 credits
	10 credits	37 to 40 credits
	11 credits	41 to 44 credits
	12 credits	45 to 48 credits

This procedure can, of course, be continued up to 15 EXP course credits and 60 academic credits sought. Some consideration in going beyond 12 EXP course credits should, however, be given to the state funding formula, the feasibility of having one student evaluated by several faculty in each of the content areas within a semester, and the faculty available for performing the evaluation.

The next step is to calculate the income side of the budget by totalling the credits of "Assessment of Experiential Learning," converting them to Full Time Equivalent student credits (FTEs), and including these credits in the normal accounting process for purposes of state reimbursement and sponsor budget. Students, state and local sponsor each provide one third of the costs for this program, just as they share the costs of the traditional program. Table 21 depicts the calculation of income from the three sources.

TABLE 21

Computation of Income

A. Students	300	600
B. Credit Hours Sought (Average of 12)	3,600	7,200
C. EXP 290C Credit Hours Enrolled (Item B ÷ 4)	900	1,800
D. Student's Share (Item C x \$22)[a]	\$19,800	\$39,600
E. State's Share (Item C x \$22)[a]	19,800	39,600
F. Sponsor's Share (Item C x \$22)[a]	19,800	39,600
G. Total Income	\$59,400	\$118,800

[a] \$22 is 1/3 share of the \$66 cost per credit in the traditional program

Due to rounding, the income for 300 students is slightly less than the projected costs ($59,400 vs. $61,295); however, the income for 600 students is considerably higher than the costs ($118,800 vs. $95,680) since the fixed costs are spread over a larger number of students and the variable costs do not increase at the same rate as income.

Historically, DCCC has been using a formula for extended time (time spent by faculty on special nonteaching projects, usually during intersession or the summer) which equates 40 clock hours of work to the equivalent of one credit hour of compensation. Under the newly accepted collective bargaining agreement, the rate for overload teaching and extended time assignments is $325 per credit hour. When the clock hours a faculty member has spent on this process have been determined, it is a simple matter to calculate the compensation.

TABLE 22

Faculty Compensation

Rate for full-time faculty overload teaching or extended time assignments = $325 per credit hour

40 contact hours = 1 credit hour

$325 ÷ 40 = $8.13

Hourly rate for full-time faculty = $8.13

Example: If a faculty member spends 5 hours total in the assessment process with a student, the payment is calculated in the following manner:

5 contact hours ÷ 40 contact hours/credit hour = .13

.13 credit hour x $325 overload rate = $42.25

The faculty member is reimbursed $42.25 for his or her time spent in the assessment program.

The model has taken into consideration the process of assessment, the delineation of the costs, and the integration of this process into the accounting system of the college. Probably the most important feature of this model, however, is that it depicts an educational delivery system that is efficient and cost effective. The delivery system is efficient in that it does not require students

> to take courses dealing with learning they have already acquired through nonformal means. It is cost effective not only because the assessment process costs approximately one-fourth of the cost of traditional course work, but also because of the savings to student, state, and sponsor for curriculum credit hours that students would need to take in order to meet degree requirements.[14]

It is interesting to note that at Sterling College in Kansas where, "The charge for credits not handled as part of a normal course load is presently $15 per credit hour. This charge covers the cost of administering, evaluating, and accrediting these experiences and represents one-fourth the normal charge for a regular credit hour."[15] It is not known whether a cost analysis was conducted at Sterling College, or whether it is coincidental that their calculations of the cost of experiential learning assessment are in the same proportion to their traditional program as the costs at DCCC. Another coincidence, somewhat related, is that at Our Lady of Angels College, Glen Riddle, Pennsylvania, using a system of measuring learning against course criteria, it takes faculty about one hour of assessment time for every credit hour awarded.

In summary, the DCCC model has the following major advantages:

1. This model shows that experiential learning assessments are an effective educational delivery system.

2. All parties--student, state, and local sponsor--share in the cost of assessment in the same proportions as they do for the traditional programs of the college.

3. Faculty are compensated for their time on a contact hour basis. Other models could use different bases such as credit hour or flat fee for each student.

> 4. Faculty are compensated on the basis of credits sought by the student and not on the basis of credits awarded.
>
> 5. If costs increase, the same formula is applied since the credit hour is the basis for all computations.
>
> 6. If the costs for this assessment process are increasing or decreasing, a modification in the ratio will accommodate such changes.[16]

In the Policies, Procedures and Politics study, the writer and Wyman (1975) found that:

> Private institutions must, of course, pass all costs on to the student unless they have other sources of funding. The College of Saint Rose uniquely handled the problem of students being assessed at their institution, being awarded the credits, and then transferring these credits to a less expensive public institution by awarding provisional credit which would only be applicable upon completion of the degree program.
>
> One private institution began the program with the voluntary services of the faculty and administration until it could be self-supporting. Another institution recommended that negotiations be started early with agencies such as the Veterans Administration and Vocational Rehabilitation for the approval of this concept.[17]

Sharon (1975) concluded that "Certainly the student who is being assessed should pay at least part of the costs. This will discourage frivolous credit seekers and make the assessment process more equitable. But should the student being evaluated be burdened with all of the costs?"[18] If this is done, there is a danger that only those students who can afford it will seek assessment rather than all those whose skills would qualify them to do so. Extreme critics of the process might suggest that the college allows students to buy a degree. Probably the most equitable procedure might be one in which the student and the college share the assessment costs.

7.3 Are students usually charged for the assessment of experiential learning?

In this writer's study in the fall of 1974, 46% of the institutions surveyed indicated that no tuition or fee was charged.[19] This compares reasonably well with the Reverend Woods study of 1976 wherein 39% of the institutions reported no tuition or fee being charged.[20]

Houle (1973)[21] and Medsker (1975)[22] discuss the charging of tuition and fees for non-traditional programs and agree that many institutions charge fees disproportionate to the actual costs of the program in an attempt to support other areas of the institution concluding that this is a questionable activity.

Sharon (1975) suggested that a fee structure be established so that the student and the institution share the cost of assessment.[23]

In developing the financial structure at DCCC, it was decided that a system be established so that all parties who share in the cost of the traditional program (state, student, and local sponsor) should also share in the costs of the non-traditional studies program and only for the costs necessary to operate this program.

In the case of a private institution, however, it would appear that all costs of assessment would need to be passed on to the student. Some colleges, mainly in the private sector, however, charge low fees or no fees at all as an inducement for students to attend there after being awarded credits for learning that occurred experientially.

At the University College of Memphis State University, the following fee structure is used:

Screening Fee $15.00, non-refundable
to review application, assess previous record, make preliminary outline of courses needed, suggest possible members of Contract/Advising Committee.

Evaluation and Program Planning Fee $25.00, non-refundable
to design the student's individual degree contract by assessment of completed studies, experiential learning credit, career, and personal goals, and educational needs.

Credit Evaluation Fee $15.00 per credit hour granted
(Maximum fee of $90.00 if part of group contract)
to assess and evaluate learning gained by work experience, life experience, or non-accredited institutions, and to assign academic credit.

Credit Evaluation Fee $100.00 per group contract, non-refundable
charged to organizations sponsoring students in group contract; in addition to fee of $15.00 per credit hour granted.[24]

It is important to emphasize that, in this writer's opinion, a fee structure should be established after a cost analysis has been conducted so that:

1. In a private institution, the student pays only for the cost of assessment and is not subsidizing other programs of the college.
2. In a public institution, the student pays his/her share of the cost of assessment proportionate to the costs shared (tuition) by students in the traditional program of the college.

7.4 Is experiential learning assessment more costly than traditional education? In the case of state-supported institutions, what is the relationship between the costs of traditional education and the various forms of experiential learning?

Weathersly and Henault indicated that "Highly individualized student assessment, which is time consuming, will cause continuing costs. Difficulties in standardizing assessment techniques for students pursuing a program of experiential learning are great, but some attempts are being made to reduce the cost of assessment," (c.f. Keeton, 1976).[25]

Weathersly and Henault also found that state subsidies vary enormously but gave examples of New York and Massachusetts where the experiential learning programs were one third and one half respectively of the costs of traditional programs.[26]

In the model developed at Delaware County Community College, Media, Pennsylvania, it was shown that the cost of assessment to the state could be between one fourth and one third of the costs of the traditional program. In addition, the model demonstrated that there could be a savings of approximately $130,000 for awarding 600 students an average of 12 credits of experiential learning, since the students would not be required to take courses involving content they have acquired experientially.[27] This concept will be graphically displayed later in this chapter.

7.5 What type of fee should be charged for the assessment of experiential learning? What are some other issues related to establishing fees and their relationship to costs?

This writer in 1974 asked the following three questions in connection with this:[28]

Question 1. If fees are charged, what is the basis for setting that fee? (Check all that apply)

17 same tuition rate as charged to all students
5 state mandated fee
20 estimated to cover student's share of overall operating costs
11 other (many varied answers)

Although only 4 of the 16 colleges (25%), charging tuition on a credit hour basis, charged the same tuition as charged to students taking courses, 17 of the 43 institutions charging fees (40%) indicated that the fees were charged on the basis of the same tuition rate as charged to all students.

Question 2. Do you believe that the fees charged to students are equitable?

44 Yes 4 No.

If no, why not?

Too low, because of extensive counseling.
Fee response costs do not equal charges.
Faculty concerned about experiential credit and relation to general tuition fee.
Testing process time consuming with faculty not compensated.

44 of the respondents believed that the fees charged to students were equitable. This represents 92% of the respondents answering this question. It is interesting to note that the negative responses to this question generally were because they thought the fees were too low.

Question 3. Do you believe that the fees charged to students are cost effective relative to other areas of your institution?

36 Yes 4 No.

If no, why not?

Too low because of extensive counseling involved.
Does not begin to cover costs.
The evaluation procedure is carried on "free of charge" (payment for credit only). Cost of

> evaluator's time is carried totally by the institution. As of this date, fee schedule is retained.
>
> 36 of the respondents to this question (90%) thought that the fees were cost effective. Those who did not again felt that the fees charged were too low.

The table below represents two separate studies which portray reasonably comparable results. Along with the difference in time between the two studies, it should be noted that the 1974 study conducted by this writer[29] represented a diversity of institutions of higher education including two year colleges; whereas the Reverend Woods study of 1976 represented only baccalaureate degree granting institutions.[30]

TABLE 23

Institutional Fee Practices

Kray 1974 (N=49)	Woods 1976 (N=59)	
49%	51%	Blanket fee for the evaluation
14%	12%	Fee according to a range or scale
33%	31%	Fee assessed per credit granted
4%	2%	Other

The inherent danger in charging a fee based on the credits awarded would seem to be that students would be able to "buy their degrees." Although the establishing of a blanket fee would seem to alleviate that problem, it is inequitable since a person who has had very little experiential learning (3 credits) would be charged the same as an individual who might be awarded a bachelors degree (120 credits) for his/her experiential learning.

Another danger of a blanket fee is that it is difficult to justify since in most cases it is determined on the basis of "what the market will bear" rather than a thorough cost analysis.

7.6 Should a cost study be conducted to determine the fees to be charged to students? If a cost analysis is to be undertaken, what are some "caveats" that should be considered?

Needless to say, the recommendation here is an emphatic yes, although the Reverend Woods study of 1976 indicated that of the 56 institutions charging fees, only 18 (32%) conducted a cost study.[31]

At the first CAEL Assembly meeting in Chicago in the Fall of 1974, this writer questioned the priorities of CAEL which did not include research on the cost of assessment. He was advised that this question would probably be addressed at some future date.

In the Spring of 1975, under a project funded by the Fund for the Improvement of Postsecondary Education (FIPSE), CAEL Assembly institutions were invited to submit applications to develop operational models dealing with the development of criterion standards and the financing of expertential learning assessment. Funds were available to fund 12 institutions in each area of study, i.e. criterion standards and finance. Applications were received from 20 institutions but only 2 (DCCC and Webster College, St. Louis, Mo.) indicated an interest in studying the cost factors of experiential learning assessment.

Once again, it is recommended that a cost analysis be conducted prior to the inception of an experiential learning assessment program;

however, there does not appear to be very much concern on the part of postsecondary institutions in this regard.

At Webster College in Webster Grove, Missouri, the following conclusions were stated from their CAEL Operational Model Project which involved a cost analysis of their assessment process:

> 1. It seems important to tailor a cost analysis model to meet the information systems of the institution. In a private school such as Webster, this means evaluating a somewhat unique approach. Schools that are part of a state network where a standard budget reporting system is required should use a cost analysis model that is compatible with their requirements.
>
> 2. Those involved in cost analysis should be sensitive to the power structure as it is perceived by the individuals whose activities are analyzed. In an authoritarian environment, the mandate for cost analysis should come clearly and explicitly from top management. For an institution where more consensual management policies are employed, the cost analysis may be more of a personal and cooperative effort.
>
> 3. Those undertaking a cost analysis study should also be sensitive to the threat which the study may pose. Certain individuals may fear that the results of the study will be used as a measure of efficiency. Unless mitigated in some way, this fear could skew the information received from such individuals.
>
> 4. The assessment of prior learning, viewed as an organizational endeavor, illustrates the basic economic fact that as volume increases, unit costs diminish. Presumably there is a maximum capacity which, if exceeded, would then lead either to a decline in quality or to the need for additional resources.
>
> 5. The role of the assessment process should be considered within the context of the overall objectives of a given program or institution. In some cases, assessment may take a high priority and thus merit a substantial investment of resources. In other cases, long-range objectives may dictate that assessment programs occupy a lesser place.[32]

A possible solution to some of the dilemmas posed by McTaggart in the Webster model would be to establish the climate for cost analysis by involving cost projections prior to the implementation of the model. It would seem that the threat to individuals would be alleviated if this procedure would be employed since the cost analysis would only be viewed as a monitoring of the established projection. The heart of the problem is that most institutions conduct a cost analysis after the program is operationalized causing the consternation as indicated by McTaggart.

7.7 Besides tuition and fees charged to students, are there other sources of funding for experiential learning assessment programs?

In this writer's 1974 study, the following three questions were asked in an attempt to get at this subject: [33]

Question 1. Do you receive or have you received any federal or private foundation support for assessing experiential learning?

20 (25%) Yes 60 (75%) No.

If yes, please indicate the agency or foundation:

8	CAEL
1	College Work Study
1	Edinboro Foundation
3	FIPSE
1	Ford Foundation Grant I
1	Hill
2	Kellogg
1	Law Enforcement Program
1	State Educational Coordinating Council
1	Title I

20 colleges (25%) indicated they received federal or private foundation support. The Cooperative Assessment of Experiential Learning (CAEL) project was noted most often followed by the Fund for the Improvement of Postsecondary Education (FIPSE).

Question 2. If you are a state or quasi-state institution, do you receive any state funds to directly support the assessing of experiential learning?

15 (19%) Yes 65 (81%) No.

If yes, on what basis? (Check all that apply)

2 number of credits awarded to each student
3 special grant for this project
11 part of the regular operating budget

15 institutions (19%) of the total sample indicated they received state funds. 11 (73%) of these institutions indicated that they received these funds as a part of the regular operating budget. Of these 11 institutions, 4 charged no fees to students for this process, 6 charged a flat fee ranging from $30 to $350, and 2 charged on the basis of credits awarded.

Question 3. Do you receive any local funds (particularly for community colleges) to support the assessing of experiential learning?

4 Yes 76 No.

If yes, on what basis? (Check all that apply)

0 number of credits awarded to each student
0 special budgetary appropriation for this project
3 part of regular operating budget
Other--
1 group basis with fees paid by state agency in question

Of the 4 institutions receiving local funds for this process, 2 (50%) were community colleges. Neither of the community colleges charged a fee to students.

Admittedly, since this study was conducted in December, 1974, many more institutions have adopted experiential learning assessment programs. However, in this writer's opinion, based on discussions at CAEL Assembly meetings and other national conferences with institutional representatives, it does not appear that the picture as depicted above has changed dramatically. The only possible change might be some additional foundation and federal support of CAEL activities through the Carnegie, Ford and Lilly Foundations and FIPSE. The CAEL Status Report, 1976, depicts this activity support in great detail.[34]

7.8 What development costs will be necessary with regard to staff and faculty development in the planning of a program to assess experiential learning, preparation of materials, and announcing the program to the public?

At DCCC, 10% of the Dean of Community Education's annual salary was allocated to the development of the non-traditional program over a two-year period. In addition, membership in CAEL ($250) and about $600 in travel was budgeted. In the second year of the planning phase, $8,000 was budgeted for extended time of faculty to develop the competency criteria against which students would be measured. Since five curricula were involved, this averaged $1,600 per curriculum. It should be noted that these figures held constant the following year when 4 additional curricula were added.

In the Reverend Woods study, 63% of the reporting institutions reported no costs and 37% indicated some cost with $500 being the median figure and the maximum cost being $3,500.[35]

It is interesting to note the contrasts between the above two sources in this category of development costs. As was noted earlier in this chapter, the DCCC model demonstrates developmental costs of $10,000 amortized over a 10 year period at $2,000 a year.[36]

At DCCC, $500 was allocated for materials and supplies which included a guide for students including forms, printing of the competency objectives for student use, and a faculty orientation self-instructional package.

The Reverend Woods study of materials such as procedural kits, portfolio files, indicated that $100 was the median cost and $1,700 was the maximum cost with 66% of the institutions reporting zero cost.[37]

Needless to say, the nature, size and level of sophistication of each program will impact on these cost figures.

7.9 Are full time faculty usually compensated for assessing experiential learning?

The study by this writer[38] in 1974 and the more recent study of Reverend Woods[39] in 1976 indicates that the majority of institutions do not compensate their faculty for this function. The table below compares the data received in both of these studies:

TABLE 24

Compensation of Faculty

Woods - 1976	Kray - 1974	
N = 94	N = 80	
64	58	Considered part of regular load and responsibilities
6	21	Reduced Course Load
29	19	Additional Compensation
1	2	Several of above

It should once again be noted that the Reverend Woods study was of baccalaureate degree granting institutions whereas this writer's study involved two-year and four-year institutions as well as graduate schools. Nonetheless, it is interesting to note the similarities in the results with the exception of the reduced course load. Although it is difficult to speculate as to the reason for this difference, the span of time between the two studies could account for this.

The Reverend Woods study went on to determine that the faculty who advise students in the crediting of prior experience as a part of their regular load are typically asked to advise a mean of 11 students per semester. This study also indicated that faculty who were given one course reduction in load advise a mean of 16 students.[40]

7.10 What savings, if any, to students and/or taxpayers will result from this program?

From the perspective of a formula based public institution of higher education (in this case, Delaware County Community College), the following concept of savings can be theorized:[41]

TABLE 25

Cost Effectiveness Measured by Savings

Number of Students	300	600
Number of Credit Hours	3,600	7,200
Savings to Students at $22 per credit hour	$ 79,200	$158,400
Savings to State at $22 per credit	$ 79,200	$158,400
Savings to Local Sponsor at $22 per credit	$ 79,200	$158,400
Gross Savings	$237,600	$475,200
Less Cost of Assessment	$ 61,295	$ 95,680
Net Savings	$176,305	$389,520

The basic idea here, of course, is that if the above 300 and 600 students were to enroll in courses at the College for an average of 12 credits of learning which they have already acquired, the costs as depicted above would be incurred. Therefore, by having the capacity to assess this learning, the savings as shown above can be accrued.

The rationale, of course, is quite evident in that in addition to savings gained from students not having to learn what they already know, in time there is also a real savings in dollars so that we are delivering an efficient and effective educational system. In these days of legislators calling for accountability in education, experiential learning assessment is on the cutting edge of higher education.

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CHAPTER EIGHT

OTHER AGENCIES AND INSTITUTIONS

Educational innovation must be explored within the context of its impact on other segments of its environment. In the case of experiential learning assessment, a major consideration must be those employers, state and federal agencies, professional associations, accrediting commissions and other postsecondary institutions who will either be receiving the credentialed students coming through this process or being asked to put their "stamp of approval" on the process itself, in order to maintain the integrity of the completion certificate being awarded.

Earlier we discussed the internal factors surrounding the development of an experiential learning assessment program. In this chapter, the external impact of such a program will be reviewed and summarized.

8.1 In planning non-traditional programs, what should be some major external concerns?

Hefferlin gave five suggestions for advocates of educational experimentation:

> 1. In terms of state regulations, if proponents of a new educational idea have a choice of where to implement it, they will be well advised to introduce it through a publicly supported institution rather than through a private college or university unless the private institution is prestigious.
>
> 2. In terms of regional accreditation, advocates of a non-traditional program should be advised to organize it within a large and already accredited institution if they wish to avoid any difficulty--or even much contact--with the regional accrediting association.
>
> 3. In terms of all accrediting agencies, the advocates of a new program should be prepared to challenge a negative evaluation if its standards of quality match those of other existing programs.
>
> 4. Advocates of non-traditional study should recognize that other forces may be more constraining than are state regulations and voluntary accreditation, e.g. graduate and professional schools.
>
> 5. While other forces will thus also affect the non-traditional study movement, proponents of new forms of education should be prepared to help lead the improvement of state regulations and voluntary accreditation--both to assure sufficient monitoring of inadequate quality on the one hand and to avoid illegitimate regulations over qualified programs on the other, (c.f. Cross and Valley, 1974)[1]

Hefferlin's suggestions are rather broad and far reaching and must be viewed within the framework of the pragmatic situation at hand. For example, if you were the dean at a college having the responsibility for establishing a non-traditional studies program, items 3 and 4 above would be of major concern to you, but you really could not do much about the others. If on the other hand, you had a similar responsibility at a state agency, level items 1, 2, and 5 would be most important. Overall, Hefferlin's suggestions should be viewed as items for consideration for planners of non-traditional studies programs. His suggestion numbered 4 dealing with the constraints of graduate and professional schools is now being addressed by CAEL through a cooperative effort with the Graduate Record Examination Board.

8.2 What is the role of the state in the arena of non-traditional studies, external degrees, experiential learning, etc.?

Many states, through their departments of higher education, have adopted a hands off policy on experiential learning. Others such as New Jersey, New York, and Minnesota have established new institutions to deal specifically with this issue. Pennsylvania has been attempting to establish such an institution for several years, but has been thwarted not only by the legislature for appropriations, but also by the leadership of many traditional colleges and universities who see this type of an institution as drawing students away from their campuses. In 1974, the Office of Higher Education of the Pennsylvania Department of Education in its proposal to the legislature proposed the following:

> The Open College will consist of a number of Regional Open College Centers located throughout Pennsylvania. A center could be in a local library, high school, college, church, municipal building, welfare office, storefront, etc.
>
> Anyone interested in working with the Open College can meet with a counselor at one of these centers. The Open College counselor will have information on schools, programs, courses, admissions, and cost. Information will be available on possible loans, scholarships, and other ways of financing education. Testing services will be available to assist people in their educational and

career planning. Individuals will be able to discuss their educational plans with experienced advisors. Students deciding to work with the Open College may have their previous academic work and experience evaluated for possible Open College credit.

An individualized Open College program for each student seeking assistance will be planned using any approved combination of the following:

a. Previous college-level courses
b. Evaluation of academic or practical experience for which credit might be given
c. College Level Proficiency Exams
d. College courses credited through examination or competency assessment
e. Off-campus courses offered by colleges and universities
f. Guided Independent Study
g. Television, radio, newspaper courses
h. Courses at colleges or universities
i. Correspondence courses
j. Specialized courses offered by businesses, unions, or community organizations
k. Specially designed on-the-job courses

Student will be charged only the cost of the actual educational services received. Students who wish to enroll in existing on- or off-campus courses will pay the standard part-time tuition, and the cost of the books and other needed materials. Counseling, referral and administrative services will be free to the student; however, there will be modest fees for planning individual academic programs, evaluating work for Pennsylvania Open College credit, and maintaining students' Open College records.[2]

In addition to actively working in the arena of non-traditional studies through the establishment of Empire State College, the development of the College Proficiency Examination Program (CPEP) and working with the American Council on Education to evaluate non-collegiate instruction, New York, through its State University in October, 1975, adopted "Guidelines for Awarding Academic Credit for Knowledge Gained from Work and Life Experience." These guidelines were formulated by surveying programs of nineteen institutions within the state and having all chief executive officers of postsecondary institutions make suggestions and revisions. In the memorandum endorsing these guidelines, Associate Commissioner Alvin P. Lierheimer said:

> Although these guidelines stress the responsibility of institutions to exercise controls to insure the respect of the academic community for this work, the Department encourages the recognition of knowledge gained through experience and views it as equivalent to college credit earned in the traditional classroom setting. Institutions are urged to maintain flexible attitudes towards the modes of learning without lowering in any way their expectations for the substance of the learning.
>
> The staff and I would be pleased to see materials you develop in promoting this awarding of credit on your campus. We would also be happy to share with you the experience our staff has acquired in reviewing this development.[3]

These guidelines are quoted as follows:

> Guidelines for Awarding Academic Credit for
> Knowledge Gained from Work and Life Experience
>
> 1. Documented learning, not experience itself, should be the basis for credit. Credits for prior learning should be awarded only upon demonstration of knowledge and competencies equivalent, if not in kind then in level of achievement, to accomplishment in approved college program.
>
> 2. Credit for prior learning should fit appropriately into a degree program. Credit should not be granted for learning that is not germane to a logically structured degree program and to the educational purposes of the institution. Decisions concerning credit should be made sufficiently early to allow for sound planning of the balance of students' academic programs.
>
> 3. Validation of credit should normally include the preparation of a portfolio or other demonstration which describes the specific knowledge and competencies attained and the supporting evidence of that attainment. Learning in areas of traditional subject matter may be validated more efficiently and reliably through standardized tests, such as CLEP or CPEP, or in appropriate course examinations.

4. Students need competent advice and guidelines in applying for credit for prior learning gained from experience. This orientation should cover the specific knowledge and competencies required for award of credit. Useful references include A Guide to Educational Programs in Noncollegiate Organizations, published by the New York State Education Department, reporting a joint project with the American Council on Education, and Regents External Degrees/ College Proficiency Examinations, also published by the New York State Education Department.

5. The applicant should receive a written statement of the credits awarded and the reasons for the non-award of credits. Provision should be made for an appeal process to evaluators other than those who made the original assessment.

6. Comprehensive records of evaluations and decisions should be maintained by the institution, including the credit recommendations, the basis for the recommendations, and the names of the administrative officials who have reviewed the recommendations. Sufficient information should be entered on the transcript or attached to it, to enable registrars in other institutions or employers to understand the meaning of the award of credit.

7. Detailed guidelines and procedures for the validation of learning gained from experience should be clearly and publicly set forth for students and evaluators and approved by faculty groups and staff formally responsible for academic policy, programs, and standards in the institution. The manual of procedures should address these topics:

a. Curricula in which experiential credit may apply
b. The experiences that may qualify for credit
c. The degree requirements that credit for life experience may fulfill
d. The maximum number of credits allowable
e. The evidence that is required to validate the experiences
f. The system and process of evaluation and the standards which apply
g. Specific times at which the student may apply for credit and at which decisions are rendered.
h. Required fees (if any)

8. The institution should continually evaluate the policies, procedures, and results of crediting experiential learning, sometimes through comparison with conventional academic routes to similar knowledge, and should make any necessary modifications in its practices.[4]

Granat et al (1975) said:

> The attitudes manifested by most states toward innovative education is at present one of indifference. Of those states which do in some manner supervise private higher education, the majority exempt accredited institutions, thus leaving whatever regulation that is to be done to a private group. In those states where statutory provisions exist for the regulation of private higher education, special provisions for innovative education are rare and many administrative standards are obsolete and will retard the development of the external degree.
>
> It is becoming evident that some state educational agencies are restricting the activities of out-of-state institutions in order to protect the shrinking markets of in-state institutions. This is being done under the guise of quality control.
>
> There is an urgent need for uniform state legislation, to be passed by the Educational Commission of the States with the following caveats: 1) The states should focus on the enforcement of administrative standards and refrain from mandating specific educational requirements; 2) There should be specific provisions that apply to innovative external degree programs; 3) The accrediting associations should be relied on for judgments on the educational quality of a program, but should not be relied on for enforcement of administrative standards; and 4) States must be given more deference than they have to the requirements of due process and the Commerce Clause of the U. S. Constitution.[5]

In California, an extensive study was undertaken titled, "Postsecondary Alternatives to Meet the Education Needs of California Adults." In this study, the following recommendation was made:

> RECOMMENDATION ELEVEN: To meet the need for individually designed degree programs that take into account students' unique backgrounds, current life circumstances, and career interests, the Legislature should appropriate developmental funds to create a statewide individualized learning program.
>
> Funding: State subvention for the third year of statewide operation would range between $4.8 million and $5.3 million, depending on sponsorship alternative.

Academic Certification Without Required Formal Instruction

To meet the last of the seven needs listed in Chapter Four, California should join in the growing national trend to grant academic recognition in terms of degree credits for knowledge and skill, regardless of how acquired. "Certification has meant in the past," K. Patricia Cross notes, "that the student has enough persistence and motivation to sit through 128 credit hours of instruction at some kind of institution.... Advocates of the external degree propose to certify the level of accomplishment regardless of the pathways used to reach it--a quite different concept from that used in certifying the pathways regardless of the final level of accomplishment." (1971, pp. 163-164)

And the Joint Committee on the Master Plan for Higher Education noted (1973, pp. 54, 56):

> There are many ways of acquiring knowledge and competencies besides attending college. It is wasteful of time and resources of individuals and the state to insist that persons who have acquired knowledge outside the classroom return to college to accumulate academic credit hours for a degree. In addition, some persons are highly mobile and never have the opportunity to remain in one institution long enough to fulfill residency requirements for degrees. There should be an agency which can evaluate their extra-mural learning, including work experience, and award a degree when the requisite knowledge is attained.

Two separate functions of this broad service would meet the needs of the same or different individuals. They are:

1. Validation of learning experiences; and
2. Recording of learning experiences.

The first is a basic, essential service; the latter is more ancillary in nature. Each of the two, in turn, has two subservices, as described below.

Validation of Learning Experiences

This service involves: 1) awarding varying amounts of degree credit for prior learning that meets acceptable standards (as assessed by any of a variety of techniques); and 2) granting of degrees on the basis of demonstrated competence, however that competence may have been acquired.

Awarding Degree Credit for Prior Learning

This service would be for individuals who desire a college degree--associate, bachelors, masters, let us say--and who believe they have acquired some (or all) of the knowledge or skills associated with a conventional campus-based degree program in their off-campus experiences--paid or volunteer work, military service, community work, independent study or creative work, and so forth. While individual colleges are increasingly awarding limited amounts of academic credit for non-campus learning, the need is such that there should be a statewide mechanism by which individuals can give evidence of or otherwise demonstrate competence in order to to receive unlimited amounts of credit toward a degree, and eventually receive the degree itself.

Recording of Learning Experiences

Besides granting credits and degrees, this new service should perform two recording functions. It should operate 1) a credit registry or "credit bank" as a record of all degree-creditable learning experiences; and 2) a service for recording, as in a resume, all manner of career-relevant materials.

Maintaining a Credit Bank

The need for this service arises chiefly from the twin facts that, first, many people have attended many different postsecondary institutions (and may have been granted degree credit for non-college work as well), and second, that transfer institutions do not have uniform standards for crediting work done at other institutions.

...The work of a postsecondary education credit bank for California would have two main components: first, it would draw together all degree-creditable work into a single "transcript," and second, it would record the number of credits awarded for each course (or other learning experience).

The credit bank would be computerized, capable of ready updating, and "statements" would be issuable to students in a convenient transcript format. (Mainly because of the work involved in evaluating course work done many years in the past at colleges about which little is known, the cost of this service to many individuals could be quite high.)

Providing a Record of All Career-Relevant Experiences

In addition, many persons may want a record of all their educational, occupational, relevant avocational, and other appropriate experiences--degree credited or not. In that the record would include whatever documents or descriptions of experiences the individual wants included, this service would be essentially a resume service. Such a resume should be capable of repeated updating as the individual wishes. While a state agency would issue the record, the state would not verify the accuracy or validity of the documents submitted for inclusion. The record would be confidential, and duplicated for distribution only at the individual's request. Presumably its chief use would come as the individual seeks employment, although it may be useful in contacts with educational and other organizations as well. As an aid to persons needing a handy, semi-"official" resume, the full cost would be charged to the user.

With regard to the technology of such a service, materials submitted would need to be photographed and stored in miniaturized (e.g., microfilm) form. The record could also be issued in miniaturized form--for example, as microfiche, or in the wallet-sized format of the educational passport.[6]

In discussing the role of the state in extended degree programs,

Medsker et al (1975) made the following recommendations:

> Because nontraditional programs are rapidly proliferating, they may in the future become competitive and duplicative. For these reasons, state coordinating agencies should have the same or greater concern for nontraditional programs as they do for traditional programs.
>
> It is imperative that state coordinating bodies, as well as budget officers and other state officials, be fully oriented to the mission and goals of nontraditional programs. State agencies may not be familiar with the special needs, problems, and strengths of nontraditional programs.
>
> While the primary responsibility for orientation rests with those involved in the coordinating process, institutional and system representatives also have a responsibility for continuous interpretation to state bodies of their own goals and program outcomes. Mechanisms which aid the information flow include: obtaining a critical mass of students, computing traditional vs. nontraditional cost comparisons, and assessing student outcomes.
>
> If fully oriented to the goals and needs of nontraditional programs, state coordinating agencies can greatly facilitate program operation,

especially with respect to statewide regulations concerning budgeting, educational standards, and such matters as admissions and residency requirements.

As extended degree programs increase both in number and importance, state agencies should be vitally concerned about articulation among these types of programs as well as among new and traditional programs. Concern should focus on such factors as the problem of transfer from one program to another and from one level to another, and on communication among institutions concerning credit for life/work experience, narrative transcripts, and similar issues.

Depending on the nature and legal responsibility of the state coordinating unit, it is incumbent on it to continuously assess the extent to which the educational needs of adults in the state are being met, and whether new and better ways of meeting such needs should be initiated. Several options are available to states wishing to ensure that the degree needs of adults are met:

a) Create a new institution of the "open university" type
b) Attach new degree programs to existing coordinating bodies
c) Approve extended degree programs proposed by existing institutions or systems
d) Create a cooperative structure of existing institutions to provide nontraditional educational services and to facilitate the dissemination of information to institutions, employers, and potential students about the opportunities within the state for extended degree programs.
e) Analyze and report on the community and statewide needs for various types of extended degree programs.

Coordinating agencies have a special responsibility for determining:

a) Whether institutions or systems are responding with sufficient speed to adult needs and demands for degrees.
b) Whether new extended degree programs are offered through authorized agencies, institutions, or systems, and if not, whether there is sufficient faculty expertise to mount viable programs.

c) Whether extended degree opportunities are sufficiently well distributed over the state. Given the fact that most public institutions have their own "service areas," there may nevertheless be instances when an institution outside of that geographical area, which has developed a particular type of delivery system, can provide greater opportunities for adults.[7]

Although every state must ultimately determine the extent of their involvement in this arena, i.e. whether it be establishing an open university or "hands off" policy, each should create a climate for educational experimentation and provide structures, encouragement, and even funds for this experimentation to take place. To do less could very well be viewed as encouraging educational stagnation.

8.3 Are there potential problems with state agencies in translating non-traditional study into credit hours for formula funding?

A good example of confusion that can be caused by non-traditional studies occurred in New Jersey where auditors found that Stockton College had billed the state for nearly 22,500 unaccounted credit hours (representing about $1 million) for the 1973-74 academic year. A college spokesman attributed the error to Stockton's non-traditional programs, involving "non-classroom instruction" that is difficult to translate into credit hours.

The higher education department made no charge of criminal intent against the college, and said Stockton would not have to pay the money back because the overpayment was caused by an honest error.[8]

In discussions across the country, this is a source of constant concern. In Pennsylvania, a task force has been appointed, with this writer as the chairman, to make a recommendation for State Board of Higher Education regulations dealing with credits awarded on the basis of experiential learning.

As discussed earlier in the chapter on finance, Delaware County Community College has initiated a course which has flexible "mechanical credit" depending on the academic credits sought by a student. One of the major purposes of this process is, of course, to bring the state into the funding formula. This process is explained in detail in the chapter titled, "Financing." Other institutions have initiated courses dealing with portfolio development, competency identification, etc., for purposes of financial support of the process. In other words, faculty credit lines can be assigned through the generation of student credit hours to accommodate the specific process of that institution.

8.4 What is the role of the federal government in experiential learning assessment?

The Fund for the Improvement of Postsecondary Education (FIPSE) has been quite supportive of the concept of experiential learning assessment. For 1975-77, it funded the Operational Models project for approximately four hundred thousand dollars for institutions to develop criterion standards and cost effective models for experiential learning assessment programs.[9] FIPSE has also recently funded a project to be coordinated by the American College Testing Service involving about eight postsecondary institutions to identify those common competencies in the liberal arts and general education and the techniques and instrumentation necessary for assessment.

In the study Legal and Other Constraints to the Development of External Degree Programs, Granat et al (1975) said:

> Federal regulation of the quality of postsecondary education is limited. The Office of Education and the Veteran's Administration rely on accreditation associations to determine the eligibility of non-profit institutions of higher education for federal funds. The jurisdiction of the Federal Trade Commission does not extend to non-profit eleemosynary institutions. There is no focus within the federal government for coordinating efforts to protect students from consumer frauds.[10]

In Pennsylvania, the approval of programs for the Veterans Administration rests with the Bureau of Veterans Education within the Department of Education. Although attempts have been made to seek approval of experiential learning assessment programs for V.A. funding, these efforts have been thwarted since in the main this process is "time free" whereas the funding to veterans is based on "hours in class" by quarter, tri-mester, or semester. This, of course, translates into monthly benefits for the veteran.

Although this writer has recently heard of some difficulties institutions with non-traditional studies programs have been having with the Law Enforcement Assistance Agency (which funds the education of police officers and other enforcement personnel), and work needs to be done with the Veterans Administration, the federal government's role through H.E.W., in the main, can be viewed as supportive.

8.5 What is the role of accrediting agencies in experiential learning assessment?

Kirkwood (1976) said that:

Accrediting agencies are under particular pressures from the general public and governmental agencies at both the federal and state levels to insure the quality of institutional achievement and to protect consumer interests. The roles of policeman and regulator, however, run counter to the historic and current posture of the regional accrediting commissions and most of the specialized accrediting agencies. (c.f. Keeton, 1976)[11]

The Federation of Regional Accrediting Commissions of Higher Education (FRACHE) in 1973 in their "Interim Statement on Accreditation and Non-Traditional Study" gave the following policies and guidelines:

> Accreditation procedures for non-traditional programs should encourage innovative and imaginative approaches to providing quality education whether in new institutions or in those already accredited. The accrediting process generally should move toward assessment of the results of education rather than its processes, and developments in non-traditional studies and degrees provide opportunities to do so. At the same time, the Federation emphasizes that accreditation is concerned with institutional improvement and that attention to outcomes only, without considering the relation of these to the environments and educational processes, would be of little assistance to either traditional or non-traditional programs in raising questions and providing suggestions for improvement.
>
> The Federation believes that, at this early stage in the development of non-traditional degree programs, the principles, policies, and procedures specified for accreditation must be flexible and of an interim nature. As the nature of innovative developments becomes clarified and experience is gained in working with them, accreditation policies and procedures can be adjusted to attain a uniform approach to the traditional and the innovative in such manner that the better procedures of each are called to the attention of both. In this context, the statement of policies and principles presented here is tentative and interim. It is a working set of guidelines which will require continued monitoring, clarification, and revision as experience in their application evolves.
>
> General Policies
>
> 1. Accreditation will be considered only when a number of individuals have been granted or have qualified for a degree by

various non-traditional patterns indicated. Consideration of students' completed programs and student reactions are deemed indispensable to accreditation.

2. Accreditation procedures and criteria should be comprehensive, flexible, and fair. Evaluation committees should include persons who have experience in non-traditional programs and/or who are sufficiently conversant and understanding to review innovations competently.

3. An institution which, by the nature of its program, abandons or renders non-functional traditional criteria and mechanisms of review and control aimed at assuring quality must accept responsibility for indicating alternative ways in which quality will be assured.

Guidelines

1. When degrees based heavily on non-traditional patterns of study are offered, evidence will be required that the degrees are awarded on the basis of definite criteria and demonstrated competency commensurate with the level and nature of the degrees.

2. The appraisal, evaluation or examination procedures of an institution must be conducted with a high degree of objectivity, with due regard for maintenance of honesty and security, and with explicit statements of criteria and standards for judging satisfactory performance. The learner's self-appraisal of the worth of an experience is a valuable but not sufficient basis for awarding credit or a degree.

3. Publicity statements to prospective students must be factual. For example, actual services provided must be consistent with publicity. This will require monitoring adjunct professors to assure that they fulfill their commitments.

4. To protect the integrity of the faculty-institution work relationship and avoid circumstances involving conflict of interest, policies regarding the amount of outside work for pay and safeguards surrounding use of institutional resources and facilities for their intended purposes are required. The relationship of full time faculty serving as adjunct faculty or program advisors and using the learning resources and facilities of their full time employer for programs of study offered by other institutions (accredited or unaccredited) should conform to their institution's policies and standards on these matters.

5. The conditions and circumstances of subcontracts with adjunct faculty in community, with museums, art institutes, libraries, government agencies, foreign study institutions, and other diverse learning facilities should be made explicit and should be in conformity with the policies and standards of the institutions on such matters. They should be accompanied by a description of the means to be used for documenting and evaluating the work done by the student in reference to the objectives of the programs of study.

6. The conditions and circumstances of subcontracts by unaccredited institutions with accredited institutions for use by students of their learning resources, facilities, and degree-granting prerogatives should be made explicit. They should also be in conformity with the usual institutional policies and procedures safeguarding their intended use, and with the Federation's guidelines on "Contractual Relationships with Non-Regionally Accredited Organizations."

The concern here is both with the placement of responsibility, the use and availability of resources, and the relation between student charges, services rendered, and benefits acquired.

NOTE: Questions about these principles and guidelines should be directed to the office of the appropriate regional accrediting commission.[12]

Addressing the legal question, Granat et al (1975) offered a differing opinion:

> Many of the standards employed by the accreditation associations are geared for traditional residential programs imposing constraints on the development of external degree programs. There is a tendency for the accrediting associations to discriminate in favor of the traditional institutions, as opposed to external degree institutions, because of the large vested interest that the associations' controlling membership have in traditional practices.
>
> The next logical step would be for institutions to look to the courts if they felt they were being discriminated against. The courts are not likely to intervene substantially...but can be expected to exercise constitutional and common law theories. All three theories, however, permit considerable judicial deference to accrediting agencies up to the point where an accrediting judgment appears to have substantial adverse impact upon the affected school or program. And, under all theories, the accrediting agency

> can nevertheless prevail if its restraint or innovation is demonstrated to be reasonable in light of its own purposes and in light of public policy consideration.[13]

The dilemma that is faced by regional accrediting agencies is difficult to resolve. How do they protect the best interests of the consumer yet allow for educational innovation, particularly in light of the rapid growth of non-traditional programs?

It would appear that the only resolve to this dilemma would be to provide guidelines to the school seeking accreditation similar to those drawn up by FRACHE and to utilize representatives on the visiting team from schools with sound non-traditional programs.

8.6 What is the relationship of professional educational associations to the field of non-traditional studies and experiential learning?

In the Spring of 1976, the Commission on Educational Credit of the American Council on Education adopted a policy and recommended to the Council that they adopt the following policy and guidelines for "Awarding Credit for Extrainstitutional Learning":

> The Commission on Educational Credit of the American Council on Education recommends that postsecondary educational institutions develop policies and procedures for measuring and awarding credit for learning attained outside their sponsorship.
>
> American society abounds in resources for learning at the postsecondary level. Public, private, and proprietary educational institutions exercise the central but not exclusive responsibility for instruction and learning. Associations, business, government, industry, the military, and unions sponsor formal instruction. In addition, independent study and reading, work experiences, the mass media, and social interaction contribute to learning and competency.
>
> Full and effective use of all educational resources is a worthy

educational and social goal. Achieving this goal will depend to a large extent on providing equitable recognition for extrainstitutional learning:

--Educational credentials have a significant bearing on the economic, professional, and social status of the individuals. Thus, social equity requires that equivalent learning, regardless of where and how it is achieved, be incorporated into the system of rewards for learning and competency, and

--Recognition encourages learning and contributes to pedagogical effectiveness. Teaching students what they already know is both stultifying to them and wasteful of educational and personal resources.

Postsecondary educational institutions legally authorized and accredited to award degrees and other educational credentials have a special responsibility to assess extrainstitutional learning as part of their credentialing function. In the development of institutional policies and procedures, the Commission on Educational Credit recommends the following guidelines and resources:

1. Reliable and valid evaluation of student achievement is the sine qua non in awarding credit. Experience, whether it be acquired at work, in social settings, in the library, at home, or in the formal classroom, is in itself an inadequate basis for awarding credit. Increased attention to evaluation procedures and techniques is necessary when learning has been attained without participation in a program of study prescribed by an educational institution.

2. In determining whether it is appropriate to recognize a student's extrainstitutional learning, the governing consideration should be the proposed course of study or the requirements for a credential. Learning should be articulated, documented, and measured in the context of the student's educational objective.

3. Institutions should evaluate extrainstitutional learning for credit only in subject matter fields in which they have available faculty expertise. Normally, institutions should evaluate learning and award credit only in subject fields in which they offer comparable courses or curricula.

4. Institutions awarding credit for extrainstitutional learning should develop clearly stated policies and other information related to administrative responsibility, student eligibility, means of assessment, recording of results on transcripts, storage of

> results on transcripts, storage of documentation, student fees, and maximum number of credits allowable.
>
> 5. Institutional policy should include provision that the institution's policies and procedures for awarding credit for extrainstitutional learning shall be subject to periodic re-evaluation.[14]

A forerunner of this statement was an October, 1972, recommendation by the Committee on Higher Adult Education of the Commission on Academic Affairs to ACE which included the following statement:

> ...colleges and universities [should] give young and adult students equal access to degrees and certification, providing different academic programs and modifying policies on admissions, advancement, transfer of credit, credit by examination, and residency requirements, as necessary.[15]

The Association of State Colleges and Universities have recently appointed a Committee on Non-Traditional Education composed of twelve presidents of member institutions with innovative programs.

> The purpose of the Committee program is to assist state colleges and universities to better understand the function of the non-traditional institutions and to enhance the programs of non-traditional colleges and universities through an exchange of workable procedures and programs. According to Allan Ostar, AASCU executive director, "the edge of change, and their shared experience will be most helpful to their institutions in understanding the relations between educational goals and new approaches and defining the differences between ad hoc and planned change." The committee communication activities will be carried out through the AASCU Resource Center for Planned Change, a project funded by a Kellogg Foundation grant.[16]

Both of these prestigious professional educational associations have taken positive steps in not only recognizing the value of non-traditional studies but also encouraging postsecondary institutions to consider alternative strategies for learning. In this writer's opinion, these professional educational associations view non-traditional studies and experiential learning from a most positive perspective.

The unanswered question, of course, is the attitudes of dicciplire-oriented professional societies, e.g. National League for Nursing, Chemical Engineering Society, and the like, toward these concepts. This writer would venture to say that based on past history, these agencies will be difficult to persuade.

8.7 What problems can be expected from upper division and graduate schools in transferring credit awarded through experiential learning assessment? What about acceptability by employers?

CAEL has recognized that this is a potential problem and has instituted discussions with the Graduate Record Examination Board. Individual institutions, of course, have been articulating with other schools and have had little or no difficulty. Northeastern Illinois University, the University of Wisconsin at Green Bay, and Antioch College are three institutions which have had apparently little difficulty in the transfer of students.

The Metropolitan Consortium of Competency Based Education indicates in the following that the question of transferability does not yet have a definite answer:

> In general, there are few, if any, problems when the student transfers to similar programs: i.e. Metro State, University Without Walls and General College (both at the University of Minnesota). But traditional institutions have tended to scrutinize the narrative transcript very carefully, and select only those

things which seem to equate to their own curriculums, if they accept any work at all. This transferability issue is a critical one for the two-year colleges, since many of the students will transfer to a four-year institution.[17]

Weathersby and Henault cite the Empire State College study which reported that:

> ...of the 57 graduates who applied to graduate schools, 72 percent were accepted, 16 percent were rejected, and 12 percent were pending at the time of the report. These figures, compared with those of a more conventional institution, were slightly lower or average. In addition, the report contains a detailed analysis of the willingness of institutions to accept ESC graduates, and the difficulties encountered by students in applying for admission to graduate schools, (c.f. Keeton, 1976).[18]

With regard to employment, the study found that:

> 75 percent of the graduates encountered no difficulty in securing positions. Furthermore, 53 percent of the graduates reported an improvement in their employment circumstances after their ESC experience, while 36 percent reported little or no change. When asked about possible other benefits from their Empire State College experience, the graduates overwhelmingly attested to having gained, among other things, a sense of achievement and self-satisfaction, (c.f. Keeton, 1976).[19]

Delaware County Community College has, in the main, restricted the awarding of experiential learning credit to its occupational curricula, which are not designed for transfer although many students transfer, even so. Recently, as a part of the CAEL Operational Models project, the College faculty identified competencies for the transfer curriculum in Business Administration with three Deans of local Schools of Business serving as consultants. Although no students have yet been assessed (or transferred) in this curriculum, each of these Deans saw little difficulty in accepting students who were awarded credit under this program.

Although transferability of credits is a concern of CAEL and of individual colleges, it is this writer's view that the same evolutionary steps will take place that occurred when community colleges had their rapid growth and the four year schools had to take a close look at the incoming product. In other words, students from non-traditional programs will transfer, or be accepted into graduate schools, and they will be judged in comparison to traditional students. The prediction here is that the research studies on this comparison of students will yield most positive results for non-traditional programs.

As far as employers are concerned, the prediction is that the skills of the non-traditional student will be compared to the traditional student with no discernable difference.

8.8 Should there be additional controls placed upon external degree granting institutions? If yes, what are the alternatives?

Granat et al (1975) proposes that an agency be established within the framework of the existing accrediting associations, such as a national commission of the new Council on Postsecondary Accreditation. If the accrediation associations fail to respond to the need for quality control of external degree programs, a new organization perhaps called the National Council of External Degree Granting Institutions, should be organized to serve the public. An agency oriented toward the consumer could publish program evaluations and rate institutions. It could develop and apply verifiable standards which measure the performance of an institution in objective terms.[20]

Granat et al (1975) concluded that there was little chance that congressional passage of new legislation authorizing direct federal regulation of postsecondary education would ever happen.[21]

Practitioners in the field of non-traditional studies in general and experiential learning assessment in particular would welcome any agency that is oriented toward protecting the consumer. However, it should be noted that the same criteria for quality control must be applied to traditional programs in terms of protecting the consumer.

The question of publishing of evaluations and ratings for the consumer is an issue that this writer does not see on the horizon either for traditional or non-traditional programs.

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APPENDIX A

An Orientation to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College Media, Pennsylvania

Administrator: Eugene J. Kray,
Dean of Community Education

College: Delaware County Community College
Media, Pennsylvania 19063

Topic: An Orientation to the Life/learning Experience Assessment Program (LEAP)
(Revised 12/10/75)

Target Group: Faculty

Approximate Working Time: 90 minutes

The central principle that underlies the life/learning experience assessment process is that what the student knows is more important than how he or she learned it. If a student can demonstrate that his or her knowledge and skills are reasonably comparable to what the college trained student knows, then equal credit should be awarded. It is unimportant whether the student's learning took place at an accredited college or elsewhere, whether the instructors held advanced degrees or no degrees at all, whether the matter was learned within the near past or the distant past, or how long it took to acquire some knowledge or skill. As long as the students can provide sufficient evidence that they possess college equivalent knowledge or skills, their achievements will be credited and recognized as applicable towards a degree program.

The term, "life experience," is a partial misnomer since credit is not given for simply any kind of adult life experience, but only for those experiences that produce learning and skills comparable to the outcomes of courses or training at post-secondary levels. As a general principle, if colleges and universities generally award credits for the acquisition of certain kinds of knowledge and skills by standard course work, then comparable competence acquired in other ways will be credited through this life/learning experience assessment process.

The rationale behind this program can help to explain the method that is being followed in assessing experiences. The basic intent of the program is to make college degree programs, reasonably available to adults with work and family responsibilities. Two major obstacles traditionally have impeded this objective. First, the typical undergraduate degree program is geared to the needs and life situation of the late adolescent, not to the working adult.

The second major obstacle has been the reluctance of adults to return to the classroom when they know that they will be forced to take courses in those areas in which they have already acquired considerable knowledge and skill. The obvious answer is to award college degrees on the basis of competence or proficiency, rather than hours spent in class. This problem is met directly by the life/learning experience assessment.

This leaves untouched the broader philosophical issue of whether colleges and universities ought to be the institution or agency of society that issues credentials of competence. The Life/learning Experience Assessment Program does not exist for this purpose. It is one of the steps in the direction of a competency based college education. In principle, most educators would not publicly admit that they would arbitrarily force students to relearn what they already know; but testing procedures to determine college equivalent proficiency and competence are still underdeveloped and grossly underused. The procedures in this program are a straightforward step in the direction of a competency based education.

The evaluation of student competence is made by teaching faculty. We believe this is one of the strengths of the Program since the same professionals who regularly judge student performance and award credit in standard programs are exercising their professional competence and responsibility in assessing the learning and competence of students applying for credit equivalency. Needless to say, college faculty are competent enough to make judgments about the quality and value of the work their students regularly submit. These same faculty members are asked to review the statement and documentation of a student seeking credit equivalency, to interview the student and use any assessment technique they deem appropriate. At that time, the faculty will make a recommendation for an award of credit based on the competency objectives for the specific curriculum area.

There are problems of quality control in both old and new programs. It is not claimed that the Life/learning Experience Assessment Program is free of defects, but at least the quality of evaluation of student's work should be quite comparable to that of traditional or standard programs since the same academic personnel make the judgments in this program as in others. The faculty making the evaluations may be as strict and demanding or as lenient as they feel appropriate. The Dean of Community Education and the Vice President for Instruction share the general responsibility of seeing that academic standards are maintained, and at least as important, that adult students receive a fair evaluation and an award of credit that does justice to what they genuinely know that is college creditable.

As you work through this unit, the mechanics of this process will have a clearer focus.

Objectives

After completing this unit, the faculty will be able to:

1. Describe the procedures for assessing life/learning experiences and awarding credit.

2. Evaluate a student's life/learning experience using competency objectives.

3. Differentiate between "credit for life experience" and "credit for life/learning experience."

4. Contrast the theory of experiential learning to the more traditional forms of classroom learning.

5. Interpret the faculty compensation system for assessing life/learning experiences.

6. Contrast the responsibilities of the Non-Traditional Studies Office with the role of the faculty member.

Pre-Assessment

The following questions attempt to help you determine the extent of your knowledge of the LEAP process. On the answer sheet, specific learning activities are noted for those questions answered incorrectly. Faculty members, however, are encouraged to review all of the learning activities.

1. In the assessment of life experience, the determination of the number of credits to be sought is made by: (circle one)

   a) Administrative Specialist--Non-Traditional Studies
   b) Faculty member
   c) Dean of Community Education
   d) Student
   e) All of the above

2. The organization of a student's learning experience is completed by: (circle one)

   a) Administrative Specialist--Non-Traditional Studies
   b) Faculty member
   c) Dean of Community Education
   d) Student
   e) All of the above

3. The exact compensation of faculty for assessing life/learning experience is determined as follows: (circle one)

   a) When the student applies to the program
   b) The rate of compensation varies from one faculty member to another
   c) The rate per contact hour is $8.13, but the number of actual contact hours will determine the compensation
   d) By reviewing the formula in the Dean's Office
   e) None of the above

4. A student may be awarded credit in the LEAP for learning in the following areas: (circle those that apply)

   a) Data Processing
   b) Communications I
   c) German
   d) Sculpture
   e) All of the above
   f) None of the above

5. In preparing for the assessment process, a student should: (circle those that apply)

   a) Read the text for the course for which they are seeking credit
   b) Review those competencies for which they are seeking credit and cross-reference these with their life/learning experiences
   c) Write an autobiographical statement
   d) Chronologize their life/learning experiences
   e) Document, wherever possible, those experiences for which they are seeking credit
   f) Review the course outline for the course for which they are seeking credit
   g) All of the above

6. Factors to consider in awarding credit for life/learning experiences are as follows: (circle those that apply)

   a) Level of position held
   b) Length of time on the job
   c) Skills acquired on the job
   d) Maturity of the individual
   e) Competencies acquired comparable to those competencies taught in our classrooms
   f) Course outline
   g) None of the above

7. The function of the Administrative Specialist--Non-Traditional Studies is to: (circle those that apply)

   a) Assist the student in the preparation of a portfolio
   b) Assist the student in the selection of the competencies for which credits are being sought
   c) Perform the evaluation of students
   d) Award the credits in a given discipline
   e) All of the above

8. a) In the learning process of information assimilation (one by which much of school learning takes place), a series of steps takes place. Number these steps in the order you believe they take place.

   ( ) Understanding the General Principle
   ( ) Particularizing
   ( ) Acting
   ( ) Reception of Information

8. b) In the experiential learning process, a series of steps also takes place. Number the steps in the order you believe they take place.

( ) Generalizing
( ) Acting
( ) Acting in a New Circumstance
( ) Understanding the Particular Case

9. In assessing John Jones, a manager of a computer programming department for awarding credit in data processing, the following techniques should be used: (circle those that apply)

a) Oral interview
b) Review of job descriptions
c) Review documentation of courses, e.g. IBM, G.E., etc., he has attended
d) Review letters of testimony
e) Written examination
f) All of the above
g) None of the above

10. Which of the following statements most accurately describe the DCCC process: (circle the one that applies)

"Delaware County Community College awards credit for ":

a) years of experience
b) experience
c) life experience
d) life/learning experience
e) none of the above

Answers to Pre-Assessment

If your answers to any of the questions asked on the pre-assessment are incorrect or you were uncertain about your answer, turn to the appropriate learning activity.

1. (d)

Learning Activity B-4-5-6; C-8

2. (d)

Learning Activity B-4 and D 1 to 9

3. (c)

Learning Activity F

4. (e)

Learning Activity B-13; D-9-10

5. b-c-d-e

Learning Activity B 1 to 10 and D 1 to 10

6. (e)

Learning Activity B-4; C 1 to 7

7. a-b

Learning Activity B-4; C-8

8.a) 1) Reception of Information
2) Understanding the General Principle
3) Particularizing
4) Acting

Learning Activity E

8.b) 1) Acting
2) Understanding the Particular Case
3) Generalizing
4) Acting in a New Circumstance

Learning Activity E

9. (f)

Learning Activity B-6; C-1; D-5; E.

10. (d)

Learning Activity A

A. Difference between "Credit for Life Experience" and "Credit for Life/learning Experience."

One thing we are not attempting to do in the Life/learning Experience Assessment Program is to issue a certificate of life competence. Many adults have been quite successful in raising families, in the business world, in community work and other adult enterprises. These experiences do not translate directly into academic credit. Mere years of experience are not a reliable indicator of learning; and further, many valuable, even noble, human experiences produce outcomes that colleges and universities do not credit.

What is being attempted in the translation of certain adult learning experiences into the negotiable coin of the academic world; namely, hours of credit. There is obviously not a perfect match between those things that the academic world values and credits, and skills and qualities that produce some measure of success in non-academic careers. For example, a person might amass a considerable fortune, but possess few demonstrable skills comparable to those achieved in college level learning. The key point is that years of experience as such produce no credit until the student can demonstrate what college equivalent learning has resulted from these years of experience.

B. How the Life/learning Experience Assessment is Done

1. Assessments of experience for credit are done only for students who have formally applied to Delaware County Community College and paid the $10.00 application fee.

2. Each curriculum area has competency objectives which are the criteria against which each student's portfolio will be composed.

3. The student who wishes an assessment to be done prepares a detailed and documented portfolio of his or her adult learning experiences that are to be evaluated.

4. The Administrative Specialist--Non-Traditional Studies, as the student's counselor and advocate, will assist the student in preparing the portfolio and identifying those competencies in which he/she has had learning experience and help the student to decide which competencies and the number of credits he/she will seek by assessment. The ultimate decision, however, as to how many credits a student will seek will be made by the student since this has financial implications as noted below.

The role of Administrative Specialist--Non-Traditional Studies as counselor and advocate of the student is to assist the student and faculty member in carrying out the assessment process. It should be emphasized that this advocacy role is not an adversary relationship.

5. Once the number of academic credits sought by the student is determined, he/she will register for the instructional process, Assessment of Experiential Learning. The number of credits of this instructional process in which the student will register will be pro-rated on a 1 to 4 basis, i.e. for every fraction of 4 academic credits sought, the student will enroll in the process for 1 credit and pay the appropriate tuition and fees. An example of this might be if a student is seeking 18 academic credits, he/she would enroll in the Instructional Assessment process for 5 credits. It is important to note that recommendation on awarding academic credits will be made by the faculty and approved by the Dean of Community Education, and may not coincide with the credits a student is seeking.

6. The faculty member chosen to make a specific evaluation will be instructed as to the procedures to be followed. The faculty member will make the decision as to which technique of assessment or combination of techniques will be used including: Interviews, documentation, observation of performance, written examination, etc. If the student's experience that is being assessed lies outside the professional competence of the college's faculty, a faculty member from another institution or other expert would be requested to make the evaluation.

7. After a faculty member has agreed to make the evaluation of a student's experiences in a specific field, the student's portfolio is given to that faculty member, and the student is so notified by letter and advised to arrange for an interview. In those cases where more than one faculty member will be doing the evaluation, it will be the student's responsibility to make interview arrangements with each. The basic purpose of the interview is to allow the faculty member making the evaluation the opportunity to verify in an appropriate manner the information in the portfolio and to secure additional information from the student or other sources about the experiences described in the portfolio. Also, if there are original works of art, voluminous published materials or other bulky materials to be presented as supporting evidence, these would normally be brought to the interview.

8. The faculty member making the evaluation may seek additional information about the student's knowledge and abilities through the Administrative Specialist, or directly from the student, or from

persons knowledgeable about the student's achievements. The faculty member is free to defer the interview until the written record is completed to his or her satisfaction; or alternatively, may withhold his or her recommendation after the interview until additional materials and documentation have been received.

9. After the faculty member has completed the evaluation, he or she makes a recommendation for an award of credit on the form "Petition for Credit by Assessment."

10. When the recommendations from the faculty (one or more) have been completed on the "Petition for Credit by Assessment" form, they will be forwarded along with the portfolio to the Dean of Community Education for his review and approval or disapproval.

11. After the Dean's approval has been given, the Records Office is officially notified of the award of credit, and this award is entered into the student's permanent record. The student will be notified in writing of the outcome of this evaluation and of the remaining credits required for the degree.

12. For a variety of reasons, no timetable for completing student evaluations can be set down in advance. In some cases, individual evaluations may require as much as six months to complete because a student's experiences fall into several different disciplines, because records are difficult to obtain, and/or because faculty from other institutions must be contacted to make the evaluations. Although every reasonable effort is made to proceed expeditiously, new students should not assume that the evaluation can be completed during the session of their initial registration or during one session proceeding the desired time of initial enrollment.

13. At the present time, the LEAP program is available in the following occupational curriculum areas along with the specific general education and electives: Accounting, Administration of Justice, Applied Technology, Business Management, Data Processing, Executive Secretarial, Fire Science Technology, Hotel/Restaurant Management, and Retail Management.

C. Instructions to the Faculty

1. In awarding credit for life experience, it is granted from the start that both what is learned and the manner of learning from "life experience" is different from the learning that takes place in standard courses. There is no assumption that the student's life or work experience will duplicate the academic learning situation, although some experiences submitted for evaluation may be almost identical. For the most part, we are dealing with rough approximations, not with duplicates of classroom learning experiences. The focus is on what the student knows, not how he or she learned it.

2. The Competency Objectives allow for some flexibility in making this assessment. In many cases, these are not meant to be all inclusive but can certainly provide you with a guide to follow.

3. Once a faculty member agrees to accept the assessment assignment by the Dean of Community Education, the student will be advised by letter of the names of the individual faculty member(s) who will conduct the evaluation. It will be the responsibility of the student to contact the individual faculty member(s) to arrange for a convenient interview time. To avoid unnecessary duplication of portfolios, students will be asked to make interview arrangements according to the listing on the "Petition for Credit by Assessment" form.

4. Faculty members will make recommendations for the awarding of credit on a Pass (P), or No Pass (NP) basis to the Dean using the "Petition for Credit by Assessment" form. The last faculty member who's name appears on the form is asked to bring the portfolio to the office of the Dean of Community Education.

5. When a faculty member has agreed to make an evaluation of a student's experience, the student will be notified that his or her portfolio has been given to a specific faculty member and the student will then contact this faculty member to determine a mutually acceptable time for the personal interview as part of the evaluation process. If as a result of the interview, substantial new information is communicated by the student that was not contained in the portfolio, the faculty member making the evaluation should note at least in outline the general content of this information if it constitutes a significant portion of the evidence or grounds on which the recommendation is based. The student's portfolio and critical supporting documents will be preserved in the student's file in the Records Office.

6. The awarding of credit on the basis of transfer of credit, the College Level Examination Program (CLEP), Advanced Placement, and United States Armed Forces Institute (USAFI) courses, will be processed using the Transfer of Credit format by the Non-Traditional Studies Office.

7. The credit award that has been recommended and approved by the Dean of Community Education will be entered on the student's permanent transcript.

8. The Administrative Specialist makes no recommendation for an award of credit prior to faculty evaluation. He or she will provide as much guidance and instruction as necessary if requested.

9. Faculty evaluators should, of course, respect the confidentiality of all materials in the student file.

D. Instructions for Students (Suggestions for Preparing Portfolios)

1. You are asked to prepare several kinds of materials. The chronological record is simply a "dates and places" list which helps orient the reader to the sequence of events in your life, beginning with the end of your high school attendance. It is normally one or two pages in length. The autobiography is a considerably more detailed document, discussing the experiences listed previously. Completed portfolios may be quite lengthy; it is most helpful if they are typewritten. These forms need not be completed in flowing literary prose, but it is expected that they will indicate your competence in written communications. Documentation such as job descriptions, letter of testimony, etc., will be necessary in order to support the student's learning experiences. The Administrative Specialist--Non-Traditional Studies should be called upon if any assistance is needed in completing this process.

2. There are many ways to demonstrate your knowledge within a specific field. It is up to you to make the case that you have creditable knowledge or expertise. It is your experience and you know it best. Bear in mind that your portfolio will be reviewed by a person knowledgeable in the area you describe. A good question to ask yourself is: "If I were evaluating experiences similar to my own, what information would I want to have?"

3. The amount of detail that ought to be supplied varies with each kind of learning experience. If the experience that is being submitted for evaluation is standardized, such as transfer of credit, CLEP, USAFI courses, or Advanced Placement, this will be recorded on the Transfer of Credit form. Training courses in specific computer languages

offered as in-service training or commercially have relatively fixed content, as do Berlitz language courses, certain training workshops for school personnel, FBI workshops, etc. To report learning experiences, please use the form titled, "Specific Training Experiences",

4. Students who would petition for an award of credit for learning experiences that are diffuse, less structured and highly personal will normally have to prepare more extensive and detailed portfolios to support their claims of special expertise or knowlodgeability in the various academic disciplines.

5. It is impossible to state in advance what an adequate amount of detail might be for every adult learning experience. There is inevitably a large amount of subjectivity in any process of student evaluation. What should be avoided is more clear. Vague, general statements are of little or no value in indicating your knowledge and competence. There is a world of difference between the lackadaisical parent raising a family amidst mild chaos, and Jean Piaget, who made extraordinarily detailed and systematic observations of his own children and contributed remarkably to human knowledge about learning that can be credited towards a degree. If, for example, you have extensive experience in business, you must be prepared to describe your competence in the relatively standard terms used commonly in business programs. This means that you can relate your learning to categories such as accounting, operations, management, fiscal control and planning, tax law, marketing, personnel work, information processing, investment, inventory control, purchasing and the like. The key question to be answered here is: Can you establish that you know those skills for which colleges and universities award academic credit toward a degree program?

6. In preparing your portfolio, you must examine the competencies listed in the area you are seeking credit. If you can establish that you have acquired that body of knowledge, then the faculty member making the evaluation has a more standardized and reliable measure of comparison.

7. Many kinds of in-service training commonly produce either a certificate of completion or some notation on the employees record of employment. In other cases no formal record exists, but your employer or training officer or some other official should be able to produce a statement on the organization's official letterhead attesting to the correctness of basic facts in your narrative, such as period of employment, job title (and description, if available), specific training, and the like. Additional remarks or statements that support your claim to a

particular competence might also be included. Commendatory statements about your character or work habits are not needed since these produce no award of credit.

8. In some cases where no suitable documentation can be produced, the student may still receive an award of credit for the knowledge and skills acquired by providing a sufficiently detailed narrative to convince the faculty member making the evaluation to recommend an award of credit.

9. You are encouraged to report on all types of learning experiences. These may include work experience, volunteer activities, avocational pursuits or a variety of unusual experiences. It is assumed that no particular sequence of activities is necessarily superior, and that many pursuits may lead to the development of creditable skills and areas of competence.

10. You are encouraged to include all learning experiences since it is possible that even though a particular area of your learning is not offered at this College, if it is usually offered at the collegiate level, credit may be awarded, e.g. Russian = Humanities Elective.

E. Excerpted from the paper "Properties of Experiential Learning" by James S. Coleman, University of Chicago

Experiential learning proceeds in almost reverse sequence from information-assimilation (the process by which much of school learning takes place). It does not use a symbolic medium for transmitting information, and information is in fact generated only through the sequence of steps themselves.

Experiential Learning	Information Assimilation
1. Acting	1. Reception of information
2. Understanding the particular case	2. Understanding the general principle
3. Generalizing	3. Particularizing
4. Acting in a new circumstance	4. Acting

In characterizing properties of experiential learning, the following points should be made:

1. It is time consuming
2. It is not at all effective when the consequence of action is separated in time or space from the action itself.

3. When consequence is perceptibly connected to action, then such experiential learning provides a direct guide to future action. There is no hurdle from a symbolic medium to action, but only modification of the action to fit the circumstance.
4. It is likely that the bypassing of symbolic media is responsible for the frequent observation in experiential learning that the student does not perform well on paper and pencil tests, although in observation of his behavior, he appears to have learned the phenomenon well.
5. Contrasted to the information-assimilation mode, in the experiential mode of learning, motivation is intrinsic. Since action occurs at the beginning of the sequence rather than at the end, the subjective need for learning exists from the outset.
6. The weakest link in the experiential process of learning appears to be in generalizing from the particular experiences to a general principle applicable in other circumstances.
7. Experiential learning appears to be less easily forgotten than learning through information-assimilation.

F. Faculty Compensation Procedures

Faculty will be compensated for assessing experiential learning on the basis of contact hours needed to review and evaluate a student's portfolio, interview the student, prepare and administer written tests, visits to places of employment, etc. Compensation for all full-time faculty will be at the rate of $8.13 per contact hour. This figure is a derivation of the collective bargaining rate of $325 per credit hour divided by 40 contact hours. As you know, 40 contact hours equals 1 credit hour.

The standard that is now in effect is that the number of academic credits a student is seeking (or less) will be the number of hours that it will take a faculty member to complete the assessment process. Any time required in excess of the standard may be granted by the Dean of Community Education.

It is important to note that faculty members will be compensated for their time regardless of the number of credits awarded.

Post-Assessment

Now that you have completed the Learning Activities, the situation posed below in the form of a case study will attempt to determine your understanding of the objectives of this package. After completing this section, please check your answers in the Revision chapter and make any suggestions for improvement.

John Q. Citizen

John Q. is 38 years old and has resided in Upper Darby Township all of his life. Upon graduating from Upper Darby High School in 1955, he entered the U. S. Navy and worked in the inventory control area at the Great Lakes Naval Training Station after receiving 16 weeks of training in data processing in the areas of programming and assembly language.

When John Q. was discharged from the Navy on 1959, he was employed by Sun Oil Co. as a computer programmer trainee. In 1960, he was promoted to the position of computer programmer, a position he held until 1965. For this period of time, the disbursing of the bi-weekly payroll was his sole responsibility which was a repetitive function with little deviation from the established process.

In 1965, he was asked to assume the role of systems analyst for his section, and since this was an opportunity for advancement, he naturally accepted. From 1965 to 1972, while he was a systems analyst, he attended Villanova University and successfully completed 15 credits in their School of Business; 6 credits in Accounting, 6 credits in English Composition, and 3 credits in American History. Also from 1965 to 1967, he attended various seminars conducted by IBM and Sun Oil Co.

In 1972, John Q. was promoted to Senior Systems Analyst and was given supervisory responsibility over his particular section of programmers and analysts totaling 20 individuals, with authority to hire and fire. In 1970, John Q. and his wife became interested and joined the Colonial Theatre Playhouse and were involved in about three productions a year. John Q. performed activities which included: acting, preparing brochures and advertising materials, stage managering, making props, makeup, and directing.

On the basis of his life/learning experiences, it was decided that John Q. would seek 15 credits in Data Processing, 3 credits in Management, and 3 credits in Humanities.

Questions

1. Trace the steps John Q. Citizen would follow at DCCC to determine his status toward a degree in Data Processing. (Number in order 1 to 5)

   a) ( ) Data Processing, Humanities and Business Management faculty review portfolio.
   b) ( ) Apply to the College.
   c) ( ) Award of Credit approved by Dean of Community Education.
   d) ( ) Grades recorded by Registrar.
   e) ( ) Work with Non-Traditional Studies Office to chronologize life/learning experiences, cross reference them to competencies and register for the assessment process.

2. For the period of time, 1960 to 1965 in the chronology of John Q., check the one statement that is most correct.

   a) ( ) He had five years of life/learning experience.
   b) ( ) He had one year of life/learning experience five times.
   c) ( ) He had five credits worth of experience.
   d) ( ) All of the above.

3. Taking into account all of the experiences of John Q., check the two statements below which you feel most typify his learning behavior.

   a) ( ) Information is transmitted through a symbolic medium.
   b) ( ) He carries out the action and sees the effect of that action.
   c) ( ) The particular is understood, then the general principle.
   d) ( ) The general principle is understood, then the particular application is inferred.

4. Which of the following statements can be said to be correct? (Check all that apply)

   a) ( ) The faculty evaluate a student's life/learning experience and recommend the awarding of credit.
   b) ( ) The Administrative Specialist evaluates a student's life/learning experience and recommends the awarding of credit.
   c) ( ) The student determines the number of credits he/she is seeking based on competencies.
   d) ( ) The Administrative Specialist has the role of the student's advocate.
   e) ( ) The final approval of the award of credit is made by the Dean of Community Education.

5. John Q. was seeking 15 credits in Data Processing and paid the appropriate tuition for the LEAP process. After evaluating John Q., the member of the Data Processing faculty performing the assessment determined that he should only be awarded 12 credits. It took the faculty member 15 hours to perform this assessment. Which of the following faculty compensation statements is correct? (Check the one that applies)

a) ( ) 12/40 x $325 = $97.50 or 12 x $8.13 = $97.50 (rounded)
b) ( ) 15/40 x $325 = $121.90 or 15 x $8.13 = $121.90 (rounded)
c) ( ) A dollar figure agreed to by the faculty and Dean
d) ( ) None of the above

APPENDIX B

Evaluation Components, Instructions and Forms Used by the Metropolitan Consortium of Competency Based Education, Lakewood Community College, White Bear Lake, Minnesota

Revision

Outlined below are the answers to the Post-Assessment. After checking your responses to these answers, could you please answer those questions which are asked in an attempt to improve this self-instructional unit.

Answers to Post-Assessment

1. a) 3
   b) 1
   c) 4
   d) 5
   e) 2

2. b)

3. b) and c)

4. a), c), d), e)

5. b)

1. Do you feel the material dealt with in this unit is relevant to your present or future needs? Yes ______ No ______

2. How much did you enjoy working through this unit?

   _____very much _____considerable _____some _____very little _____none

3. In the space below, please outline your suggestions for improving this unit.

Thank you.

3401 Century Avenue North
White Bear Lake, Minnesota 55110
(612) 770-1331

lakewood community college

Dear Evaluator:

You have been suggested by one of our students as an appropriate evaluator for the competency which is claimed on the next page. Most likely, this student has already discussed with you your availability and willingness to assess this competency, and specific instructions for completing this form are given below. We are asking you to evaluate the competency statement and the components of the competency.

In the competency statement the student is indicating as clearly as possible the competence he/she wishes you to attest to. If you have any questions about the statement, contact the student—his/her daytime phone is listed on the next page.

The components of the competency are considered to be an elaboration of the competency statement. These components provide you with a more specific statement of what the student claims to be competent in. You, as an "expert", are asked to verify the components as well as the more global competency statement. Both will be listed on the student's transcript. Comment only on those aspects of the competency for which you have specific knowledge. Your comments should be evaluative; that is, they should not merely confirm that the student "can perform" or "knows" something, but indicate how well he/she performs or knows. Your evaluation is to be based on the information gained using the assessment technique(s) which you indicate on the next page.

May I extend my thanks and appreciation in advance for the information which you provide.

Sincerely,

Gary Langer

Gary Langer, Director
Competency Based Education

INSTRUCTIONS:

1. Decide how you will gain (or indicate how you did gain) the specific knowledge needed about this student so that you may assess his/her competency in this area. On the bottom of the next page, CIRCLE THE ASSESSMENT TECHNIQUES ACTUALLY USED. The boxes checked indicate techniques which may be appropriate, but please circle the techniques actually used. Brief descriptions of each technique are given on the back page—reading these may help you decide on the most appropriate technique. Instructions for using each of these are available upon request (296-6032).

2. Near the top of the third page you are requested to indicate your qualifications for assessing this competency. Please be specific and include both formal and informal education, awards, honors, etc.

3. After applying the assessment technique, rate components by placing a circle around the number which best describes your evaluation. Rate only those components circled on the *far left*. If none are circled the student wishes you evaluate him/her on all of the components.

4. Please supply the requested "Evaluation Statement"—space has been provided just below the rating scale. Also answer the question just above the place calling for your signature.

5. Sign and date this form in the space provided on the third page.

6. Mail this form to: Metropolitan Assessment Service
   S-231 Griggs Midway Building
   1821 University Avenue
   St. Paul, Minnesota 55108

Competence Assessment Form

306

Student's Name:______________________ Student Number:______________ IEPC taken________

Home Address:____________________________________ Daytime Phone:__________

Competence Title:______________________________________

COMPETENCE STATEMENT:

COMPONENTS OF THE COMPETENCE:

1.
2.
3.
4.
5.
6.
7.

PROCESS BY WHICH COMPETENCE WAS GAINED: ☐ Life/Work Experience ☐ Internship ☐ Formal Instruction ☐ Independent Study ☐ Other:______________________ please specify

EVALUATOR:

Name______________________________ Title________________

Firm or Institution_______________________________ Day Phone__________

Business Address____

Qualifications for making evaluation:_____________________________

MEASUREMENT TECHNIQUE(S) USED: ☐ Oral Test ☐ Interview ☐ Product Assessment ☐ Objective Test ☐ Essay Test ☐ Situational Observation ☐ Simulation Exercise ☐ Performance Test ☐ Other____________ specify

Description of Measurement Instrument:

No. of Evaluators for this Competence___

CBE Instructor:______ Date_____

I EVALUATOR --- In the space below, please indicate your qualifications for making this evaluation. Also make certain that you have circled the assessment technique(s) actually used (at the bottom of the preceeding page).

II For components circled on the preceeding page, please evaluate using the rating scale to the left. If none of the components are circled, evaluate the entire group.

this component is virtually absent	only marginal quality exhibited	sufficient quality to be labelled competent	high level of quality exhibited	very high level of quality exhibited	additional comments
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	
1	2	3	4	5	

III Evaluation Statement: Please discuss in depth your candid evaluation of the student's competence as stated in both the statement and components on the page to the left. Discuss his/her knowledge, ability to apply that knowledge, and other competence claims (if applicable). Use the back of this page if more space is required.

IV It is my judgment that this student has the competency stated in the competency statement and as elaborated upon in the components section in sufficient amount to function successfully at the described level(s) and in the setting(s) mentioned. ☐ yes ☐ no

V I attest that the competence above has been measured using the most appropriate assessment techniques feasible and that I have evaluated only that part of the competence and/or components for which I have sufficient expertise. I understand that this evaluation and my name will be listed in the student's narrative transcript.

Evaluator's Signature________________________________ date__________

I affirm that in the writing of this competence I have sought appropriate expert advice as outlined in my IEPC course and that this advice is reflected in the competency statement, components, selection of evaluator(s), and assessment technique(s) as they are presented on the page to the left.

Student's Signature______________________________ Number of Credit Equivalencies Paid For:____

Characteristics of Several Assessment Techniques

PERFORMANCE TESTS — are designed to assess a student's skill in performing a particular task. Frequently, published performance measures can be employed, e.g. typing and shorthand tests, listening tests in music, and conversation tests in foreign language; an expert may construct a performance test, alternatively, to gain information about a specific behaviour or competence.

SITUATIONAL OBSERVATION — involves planned assessment of the student in a natural setting. A rating scale to be used by competent observers may facilitate the recording of items to be measured. The use of video and/or audio tape recordings may facilitate this approach.

SIMULATION EXERCISE — require that the student's responding behavior take place in a situation that has been constructed to be as near as is practical to a natural or conceived situation. Such exercises differ from performance tests primarily in complexity; often a constellation of skills, knowledge, and attitudes is required. Observations and judgments are made by examiners of individual and/or group behavior.

OBJECTIVE TESTS — are usually, though not always, "pencil and paper" tests composed of questions or items for which there is only one correct answer. The form of an objective test is often (1) true-false, (2) multiple choice, (3) completion, or (4) matching.

ORAL EXAMINATIONS — Interviews may be conducted by one or more examiners or interviewers and may involve one or more examinees. Questions or problems may be stated in oral or written form but responses by the student are oral. In a group interview, several students are expected to respond both to the questioners and to one another.

PRODUCT ASSESSMENT — involves the examination by competent professionals of actual productions of students. Term papers, diaries, paintings, plays, poems, musical compositions, and other projects are work samples. Standardized rating scales are generally not available. On request of the student, the assessment service will construct a rating scale based on criteria suggested by experts.

ESSAY TESTS —- are characterized by the presentation of questions or tasks to which the student responds by organizing and writing an answer. Some written tests are based on the student's responses to situations presented on audio or video tape. It is advisable to have prepared a "model answer" before evaluating students.

If you need assistance in constructing an assessment instrument, please call Allan Lange, director of the Metropolitan Assessment Service. His number is (612) 296-6032.

Space for Additional Comments (if a comment refers to one of the components, please indicate which one)

APPENDIX C

Prior Experiential Learning Evaluation Packet, Florida International University, External Degree Program, Miami, Florida

PAGE(S) 310-313 ~~WAS~~ (WERE) ~~MISSING~~ (REMOVED) FROM
THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE
ERIC DOCUMENT REPRODUCTION SERVICE.

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI TRAIL • MIAMI, FLORIDA

EXTERNAL DEGREE PROGRAM

BASIC DATA FORM

EMPLOYMENT

FORMAT: Most Recent Employment First

A. Job Title
B. Organization, Agency, Firm, Corporation
C. Location (City, State)
D. Dates (Month, Year)

1. A. ______________________________
____
B. ______________________________
____
C. ______________________________
D. ______________________________
2. A. ______________________________
____
B. ______________________________
____
C. ______________________________
D. ______________________________
3. A. ______________________________
____
B. ______________________________
____
C. ______________________________
D. ______________________________
4. A. ______________________________
____
B. ______________________________
____
C. ______________________________
D. ______________________________
5. A. ______________________________
____
B. ______________________________
____
C. ______________________________
D. ______________________________

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI TRAIL • MIAMI, FLORIDA

EXTERNAL DEGREE PROGRAM

BASIC DATA FORM

CONTINUING EDUCATION/NON-CREDIT COURSES/TRAINING PROGRAMS

FORMAT: Most Recent Course or Program First
A. Title
B. Institution(s) Sponsoring
C. Number of Days or Weeks
D. Total Contact Hours
E. Date(s) (Day, Month, Year)

1. A. ____________________
B. ____________________
C. ____________________
D. ____________________
E. ____________________
2. A. ____________________
B. ____________________
C. ____________________
D. ____________________
E. ____________________
3. A. ____________________
B. ____________________
C. ____________________
D. ____________________
E. ____________________
4. A. ____________________
B. ____________________
C. ____________________
D. ____________________
E. ____________________
5. A. ____________________
B. ____________________
C. ____________________
D. ____________________
E. ____________________

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI TRAIL • MIAMI, FLORIDA

EXTERNAL DEGREE PROGRAM

BASIC DATA FORM

LICENSES/AWARDS/MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS/ OFFICES HELD

FORMAT: Most Recent License, Award, Membership in Organization, or Office Held First

A. Title
B. Location
C. Date(s)

1. A.
   B.
   C.
2. A.
   B.
   C.
3. A.
   B.
   C.
4. A.
   B.
   C.
5. A.
   B.
   C.
6. A.
   B.
   C.
7. A.
   B.
   C.
8. A.
   B.
   C.
9. A.
   B.
   C.

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI TRAIL • MIAMI, FLORIDA

STUDENT ____________________

MAJOR ____________________

EXTERNAL DEGREE PROGRAM COMPETENCY EVALUATION FORM

DATE:

EVALUATOR:

POSITION:

JOB OR COURSE TITLE:

INFORMATION ACQUIRED FROM THE FOLLOWING SOURCES:

- ____ INTERVIEW
- ____ WRITTEN MATERIALS
- ____ STUDENT NARRATIVE
- ____ THIRD PARTY TESTIMONY
- ____ OBSERVATION
- ____ WRITTEN TEST

____
EVALUATOR'S SIGNATURE

GENERAL COMPETENCY ____________________

LEVEL OF COMPETENCY:	HAS NOT DEMONSTRATED THE COMPETENCY IN QUESTION 1	HAS DEMONSTRATED THE COMP IN QUESTION AT A BELOW AVERAGE LEVEL 2	HAS DEMONSTRATED THE COMP IN QUESTION AT AN AVERAGE LEVEL 3	HAS DEMONSTRATED THE COMP IN QUESTION AT AN ABOVE AVERAGE LEVEL 4	HAS DEMONSTRATED THE COMP IN QUESTION AT OR NEAR HIGHEST LEVEL 5
I. KNOWS AND COMPREHENDS ____________________					
II. CAN APPLY ____________________					
III. CAN ANALYZE, SYNTHESIZE, & EVALUATE ____________________					
IV. CAN USE ANALYSIS, SYNTHESIS, & EVALUATION ____________________					

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI TRAIL / MIAMI, FLORIDA

EXTERNAL DEGREE PROGRAM

COMPETENCY EVALUATION SUMMARY FORM

DATE:
STUDENT:
SS NUMBER:
MAJOR:
EVALUATOR(S):

No.	GENERAL COMPETENCIES	KNOWS AND COMPREHENDS	CAN APPLY	CAN ANALYZE, SYNTHESIZE, EVALUATE	CAN USE ANALYSIS, SYNTHESIS, AND EVALUATION	RATING SCALE TOTAL	CREDIT AWARDED

APPENDIX D

Competency-Based Draft Degree Plan
Lakewood Community College
White Bear Lake, Minnesota

lakewood community college

3401 Century Avenue North
White Bear Lake, Minnesota 55110
(612) 770-1331

COMPETENCY-BASED EDUCATION DRAFT DEGREE PLAN COVER SHEET

Name Matthew Metropol
Address 1200 Hillside Avenue
White Bear Lake, MN 55110
Telephone Work 296-8475 Home 770-4281

Number of Transfer Credits 27
Number of Prior Competences 8
Number of Future Competences 5
Associate Degree
Equivalency Certificate X

EDUCATIONAL GOALS STATEMENT

In the space provided below, write a statement indicating the relationship of the specific competences in this Plan to your life goals:

The past seventeen years have been filled with gaining a variety of types of competence. After high school I spent eight years in the U. S. Navy. I then married and began to raise a family. After discharge from the military, I began work as a case-aide for Washington County Welfare Department. To improve my job effectiveness I took typing at 916 Area Vocational Technical Institute. As a result of my experience in casework I feel I gained a great deal of understanding of human behavior, causes and needs. I was also able to view first hand the principles of operation of a social service agency.

My experience in flying and lapidary have been recreational competences that have given me much enjoyment and fulfillment. I have also developed skills in basic auto mechanics as a result of training at 916 A.V.T.I. As a volunteer worker in a number of community organizations, I have gained an increased perspective of various approaches to community work as well as the value of citizen involvement in the role of community affairs, including emergencies.

In the fall of 1973 I began to take classes at Lakewood Community College to provide the necessary background of theory and principle to enhance my performance on the job and to increase my potential for advancement. My overall vocational goal is to become a social worker for juveniles. Each of the competence goals that I have included builds in some way upon those competences which I have previously achieved in understanding and helping clients. Because of my involvement in chemical dependency, I would like to learn more about the functions and purposes of the Ala-Teens groups that deals with adolescents and chemical dependency. I intend to study more of the aspects of social work and complete an internship in counseling of youths. For my own revitalization I plan to develop a competence in cross-country skiing. Upon completion of the two year degree from Lakewood I plan to enroll at MMSC for a bachelor's degree.

The attached Draft Degree Plan has been reviewed and found acceptable by the following:
Student Matthew Metropol 355 **Date** 7-25-75
IEPC Instructor John Johnson **Date** 7-28-75

TABLE OF CONTENTS

I PRIOR COMPETENCES

A. Basic Learning and Communication

1. Interviewing 1

B. Personal Development and Social Awareness

1. Chem Dependency 2
2. Indiv Educ Plan 3

C. Civic

1. Organize Volun 4

D. Recreational

1. Lapidary 5
2. Flying 6

E. Vocational

1. Case Recording 7
2. Instruct-Milit 8

II FUTURE COMPETENCES

A. Personal Development and Social Awareness

1. Ala-Teens 9

B. Recreational

1. Ski Touring 10

C. Vocational

1. Groups 11
2. Comm Resources 12
3. Intern-counsel 13

BALANCE SHEET

Competency-Based Education Program

Matthew Metropol is granted the following credits at Lakewood for these acceptable and verified educational experiences:

	Experience			Credits
☒	College credit from	Lakewood (Psy 121, Psy 122, Psy 142, SocW 121, SocW 123)		15
		Hamline University (Econ 145)		3
☒	Minn. AVTI Training	916 A.V.T.I. - typing	52 hours	2
		916 A.V.T.I. - Basic Auto Mech	32 hours	1
			hours	
			hours	
☒	Armed Services Training (Branch: Navy)	Drug Abuse Program Officers - 68 hours		2
☐	USAFI Courses			
☐	Private Business/ Vocational School		hours	
			hours	
			hours	
☒	C.L.E.P. Tests	I	%	
		II Nat. Sci. 565/249	% 86/43	4.5
		III	%	
		IV	%	
		V	%	
☐	Other			
			Total	27.5

Total number of competences needed for two year degree: 13

CBE Director

6-27-75
Date

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3. Intern-counsel 13

Competence # 1

Matthew Motropol
Name

I X Past
II ____ Future

A. X Basic Learning and Communication Competence
B. ____ Personal Development and Social Awareness Competence
C. ____ Civic Competence
D. ____ Recreational Competence
E. ____ Vocational Competence

Competence Title: INTERVIEWING (15 letters & spaces)

Statement of Competence:

Knows and can apply the principles required for interviewing clients applying for assistance in a public welfare agency.

Strategy for Competence:

I have interviewed up to 14 clients a day for the past 5 years in my work as a Case Aide and Senior Case Aide at Washington County Welfare Department. On the average I interview at least two clients a day. I have participated in an effective listening class sponsored by Washington Cty Welfare Dept - "Effective Listening" taught by Peter Whitestone, Certified Parent Effectiveness Trainer. I also studied material on effective interviewing techniques and had my interviewing tapes critiqued by Dr. Thomas Tornay, Certified Counseling Psychologist.

Assessment of Competence:

Assessment technique(s) used: Interview; Performance Test, Situational Observation

Criteria:
1. Ability to put the client at ease.
2. Ability to obtain the information needed.
3. Ability to explain the program to a client in terms that he can understand
4. Ability to answer any questions the client has.
5. Ability to assess the client's situation for other services.
6. Ability to advise the client of these services and his rights as a consumer of welfare services.
7. Ability to deal with the client in a tactful and non-judgemental manner.
8. Ability to bring the interview to a close.

Evaluators:

	Name	Title	Qualifications
1.	Mrs. L. R.	Supv. I, Washington	Cty Welfare Dept - passed Supv. Exam, Minnesota Merit System
2.			
3.	Dr. T.T.	Certified Counseling	Psychologist, Ph.D. - Counseling, State License

Competence # 2

Matthew Metropol
Name

I X Past
II ___ Future

A. ___ Basic Learning and Communication Competence
B. X Personal Development and Social Awareness Competence
C. ___ Civic Competence
D. ___ Recreational Competence
E. ___ Vocational Competence

Competence Title: Chem Dependency (15 letters & spaces)

Statement of Competence:

Knows the basic causes and treatments of chemical dependency.

Strategy for Competence:

Participated in program conducted by Johnson Institute in March 1975 on chemical dependency. Read articles in newspapers, magazines, Alcoholics Anonymous books, and material published by Dr. Johnson of the Johnson Institute on abuse of drugs and alcohol.

Assessment of Competence:

Assessment technique(s) used: Oral interview

Criteria:
1. Knows and can apply the lifeline of the chemical dependent person.
2. Understands the basic concepts of treatment and reasoning behind the treatments.
3. Knows the treatment centers and methods used to acquaint the chemical dependent people with the treatment centers.
4. Understand the role of the half-way house in chemical dependency.
5.
6.
7.

Evaluators:

	Name	Title	Qualifications
1.	Father T. L.	Catholic Priest & Instructor at Johnson Institute	Instructor at Johnson Institute for 3 years.
2.			
3.			

Competence # 3

Matthew Metropol
Name

I X Past
II ______ Future

A. ______ Basic Learning and Communication Competence
B. X Personal Development and Social Awareness Competence
C. ______ Civic Competence
D. ______ Recreational Competence
E. ______ Vocational Competence

Competence Title: INDIV EDUC PLAN (15 letters & spaces)

Statement of Competence:

Knows the basic educational concepts of competence-based, community-based, student-designed higher education; can apply these concepts within the context of the procedures of Lakewood-CBE; and can evaluate options within this program appropriate to own life goals.

Strategy for Competence:

Participate in the Individualized Educational Planning Course offered by Lakewood, during which I will read materials published by the College, listen to lectures, participate in group discussions, and develop a Degree Plan composed of competence objectives, learning strategies and assessment techniques. Will complete a final examination.

Assessment of Competence:

Assessment technique(s) used: Product Assessment - Draft Degree Plan
Objective Exam - Final

Criteria: 1. Achieve a score of at least 70% on the final exam

2. My understanding of the following, as relected in the quality of my Draft Degree Plan, will indicate that I am competent to assume responsibility for and authority over the planning of my education:
    1) basic educational tenets, policies and procedures of Lakewood CBE and MMSC
    2) technical definition of competence
    3) standards of adequate evidence
    4) learning resources available in community

Evaluators:

	Name	Title	Qualifications
1.	John Johnson	I.E.P.C. Instructor	Lakewood faculty
2.	Gary Langer	CBE Director	Lakewood administration
3.			

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Competence # 4

Matthew Metropol
Name

I X Past
II ___ Future

A. ___ Basic Learning and Communication Competence
B. ___ Personal Development and Social Awareness Competence
C. X Civic Competence
D. ___ Recreational Competence
E. ___ Vocational Competence

Competence Title: ORGANIZE VOLUN (15 letters & spaces)

Statement of Competence:

Knows, can apply and evaluate the principle of organizing volunteer workers in a community emergency.

Strategy for Competence:

Attended Red Cross volunteer training in 1965, did self-studying of related materials, and consulted with Red Cross workers. During a recent flood, I organized a system for feeding the volunteer workers, organized a file of volunteers for this emergency and other services, and filed a written report at the end of the project.

Assessment of Competence:

Assessment technique(s) used: Performance Test
Product Assessment

Criteria:
1. Ability to work under stress for long periods of time.
2. Ability to make judgements in an emergency situation.
3. Ability to devise a system for keeping files on volunteers.
4. Ability to communicate effectively by telephone during emergencies.
5. Ability to work with others in an emergency situation.
6. Ability to evaluate the results of the activity.
7.

Evaluators:

	Name	Title	Qualifications
1.	Mrs. P.B.	Executive Secretary, Washington Cty Red Cross	Red Cross for more than 10 yrs.
2.			
3.			

Draft Degree Plan

Competence # 5

Matthew Metropol
Name

I X Past
II ____ Future

A. ____ Basic Learning and Communication Competence
B. ____ Personal Development and Social Awareness Competence
C. ____ Civic Competence
D. X Recreational Competence
E. ____ Vocational Competence

Competence Title: LAPIDARY (15 letters & spaces)

Statement of Competence:

Knows and can apply the basic principles and techniques necessary for basic lapidary work.

Strategy for Competence:

Competence gained through self-taught method and with consultation with expert. Cose necessary equipment for tumbling, slabbing, trimming, grinding and polishing semi-precious stones. Received basic instructions in the use and maintenance of equipment stated.

Assessment of Competence:

Assessment technique(s) used: Interview
Product Assessment

Criteria:
1. Knowledge of equipment usage.
2. Selection of cut to obtain best results.
3. Slabbing method used to obtain uniform thickness.
4. Scribing method used to obtain best features of stone.
5. Trim saw method used in cutting blank.
6. Grinding and polishing methods used to achieve hi-grade polish.
7. Maintaining of tolerances of the finished product.

Evaluators:

	Name	Title	Qualifications
1.	M.M.	Owner, XXXXX Gems, Inc,.	Professional Lapadist
2.			
3.			

Draft Degree Plan

Competence # 6

Matthew Metropol
Name

I X Past
II ____ Future

A. ____ Basic Learning and Communication Competence
B. ____ Personal Development and Social Awareness Competence
C. ____ Civic Competence
D. X Recreational Competence
E. ____ Vocational Competence

Competence Title: FLYING (15 letters & spaces)

Statement of Competence:

Knows and can apply the theories of flight well enough to be a private pilot. (Intermediate level).

Strategy for Competence:

Took flight training at South St. Paul Fleming Field and Municipal Airport, Marshall, MN. Read Federal Aviation Regulations (FAR) and FAA books on Realm of Flight, Facts of Flight, Path of Flight and Airman's Information Manual. Passed FAA written examination at Redwood Falls, MN and passed flight test in Fairmont, MN.

Assessment of Competence:

Assessment technique(s) used: Hold Private Pilot Certificate Number 1617834 issued by the FAA and have 160 hours recorded in my official Log Book. Authorized instructor will verify Log. I will also submit to a check ride with licensed instructor and will be observed performing pilot duties.

Criteria:
1. Pre-flight
2. Run-up
3. Radio operation
4. Flight patterns
5. Take-offs and landings
6. Basic manuevers
7. Emergency procedures

Evaluators:

	Name	Title	Qualifications
1.	R.M.	Instructor	First Officer, DC10, Northwest Airlines
2.			
3.			

Draft Degree Plan

Competence # 7

Matthew Metropol
Name

I X Past
II ______ Future

A. ______ Basic Learning and Communication Competence
B. ______ Personal Development and Social Awareness Competence
C. ______ Civic Competence
D. ______ Recreational Competence
E. X Vocational Competence

Competence Title: CASE RECORDING (15 letters & spaces)

Statement of Competence:

Knows and can apply the principles of client case file record keeping in a public welfare agency.

Strategy for Competence: I have kept the case records on my clients for 5 years. I have received on-the-job or in-service training at the agency. I have also read materials on the principles of effective and accurate case record keeping from the Administrative Manual of the Minnesota Department of Welfare (Rev. 6-4-74). I have been instructed and supervised by my supervisor in this procedure. In my work as a Senior Case Aide at Washington Cty Welfare Dept, I originate, compile and keep current the case record information on each client. This involves information and verification of the client's eligibility, budget amount, continuing narration of activity on the case and all correspondence with or for client.

Assessment of Competence:

Assessment technique(s) used: Interview, Product Assessment, Situational Observation

Criteria:

1. Ability to decide what information should be recorded.
2. Ability to compose clear and concise narration.
3. Ability to make distinction between fact, statements made by the client, my impressions and deductions.
4. Ability to be objective and accurate in the recording of information.
5. Ability to keep case records up to date.
6. Ability to compose clear and concise business correspondence.
7.

Evaluators:

	Name	Title	Qualifications
1.	L.M.	Supv. I, Washington Cty Welfare Dept.	Supervisor
2.	A.M.	Director, Washington Cty Welfare Dept.	Degree in Business Administrati
3.			

Competence # 8

Matthew Metropol
Name

I X Past
II ____ Future

A. ____ Basic Learning and Communication Competence
B. ____ Personal Development and Social Awareness Competence
C. ____ Civic Competence
D. ____ Recreational Competence
E. X Vocational Competence

Competence Title: INSTRUCT-MILIT (15 letters & spaces)

Statement of Competence:

Knows and can apply at an advanced level, the principles and techniques necessary as an Instructor in Naval Administration and Naval Office Procedures.

Strategy for Competence:

Competency gained through in-service training. I have completed 30 years in the Naval Reserve in the area of Chief Administrator and Office Manager. During this time I have prepared for and help numerous formal and informal training sessions with counselors, office personnel, division leaders, etc. This competency was furthered by the completion of the following courses: Military Justice in the Navy, Navy Regulations, Your Navy and the continued study of administration and personnel manuals of the Navy in order to maintain an up-to-date status.

Assessment of Competence:

Assessment technique(s) used: Situation Observation

Criteria:
1. Thorough knowledge of subject matter.
2. Ability to convey concepts in a clear and concise manner.
3. Ability to gain and hold class attention.
4. Thoroughness of research into subject matters being presented.
5. The high advancement rate of those administrative personnel being tested (80%).
6.
7.

Evaluators:

	Name	Title	Qualifications
1.	E.K.	Lieut. Commander, USNR	Division Officer; Admin. Dept. Head Naval Reserve Div. 9-116
2.			
3.			

Draft Degree Plan

Competence # 9

Matthew Metropol
Name

I ______ Past
II XX Future

A. ______ Basic Learning and Communication Competence
B. X Personal Development and Social Awareness Competence
C. ______ Civic Competence
D. ______ Recreational Competence
E. ______ Vocational Competence

Competence Title: ALA-TEENS (15 letters & spaces)

Statement of Competence:

Knows, can apply and evaluate the principles of the Ala-Teen Program of the Alcoholics Anonymous Organization.

Strategy for Competence:

I will independently study AA materials, use my experiénce as the child of an alcoholic parent, Luther League Advisor and foster parent. I will consult with experts in the field. I will serve and internship under the supervision of a chemical addiction counselor in thich I will work with an Ala-Teen Group.

Assessment of Competence:

Assessment technique(s) used: Interview, Situational Observation

Criteria:
1. Knowledge of AA Program.
2. Knowledge of adolescent behavior.
3. Ability to communicate in a group setting with adolescents.
4. Ability to help them understand and apply the principles of the Ala Teens Program
5.
6.
7.

Evaluators:

	Name	Title	Qualifications
1.	J.W.	Alcohol & Drug Counselor, Mounds Park Hospital	State Certificate through U. of
2.			
3.			

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Competence # 10

Matthew Metropol
Name

I ______ Past
II XX Future

A. ______ Basic Learning and Communication Competence
B. ______ Personal Development and Social Awareness Competence
C. ______ Civic Competence
D. X Recreational Competence
E. ______ Vocational Competence

Competence Title: SKI TOURING (15 letters & spaces)

Statement of Competence:

Knows and can apply the basic techniques of ski touring.

Strategy for Competence:

1. Participate in a four-week class through Nortrek Sports.
2. Read Skiweek, a newspaper published ten times during the ski season, and other periodicals related to ski touring.
3. Attend a four-hour seminar, which includes a lecture, films and demonstration.
4. Organize a group of skiiers and participate in weekend ski tours.

Assessment of Competence:

Assessment technique(s) used: Performance Test

Interview

Criteria:
1. Knows how to analyze the ski conditions and the proper type of wax to use for each.
2. Knows the basic stroking and poling techniques for cross-country, uphill and downhill skiing.
3. Knows how to properly maintain equipment, including waxing techniques, wax removal, pine tarring, and storage of equipment.
4.
5.
6.
7.

Evaluators:

	Name	Title	Qualifications
1.	S.W.	Manager, Nortrek Sports	Ski Instructor
2.			
3.			

Draft Degree Plan

Competence # 11

Matthew Metropol
Name

I ______ Past
II XX Future

A. ______ Basic Learning and Communication Competence
B. ______ Personal Development and Social Awareness Competence
C. ______ Civic Competence
D. ______ Recreational Competence
E. X Vocational Competence

Competence Title: GROUPS (15 letters & spaces)

Statement of Competence:

Knows and can apply the basic principles and techniques of working with groups.

Strategy for Competence:

Enroll in SocW 125, Techniques of Working with Groups, at Lakewood Community College. Attend lectures, participate in discussions and do assigned readings and projects. Do an extra paper for the instructor on the group dynamics of an Ala-Teen Group.

Assessment of Competence:

Assessment technique(s) used: Instructor made tests; Simulation Exercise; Product Assessment

Criteria:
1. Understanding and application of the basic models of groups and group development
2. Knowledge and application of the stages of group development
3. Understanding the purposes of groups
4. Proper use of basic techniques of group counseling
5. Paper written on the group dynamics of an Ala-Teen Group
6. Complete the above course with a grade of "B" or better
7.

Evaluators:

	Name	Title	Qualifications
1.	To be determined	Instructor- Soc Work	Lakewood Community College faculty
2.			
3.			

Draft Degree Plan

Competence # 12

Matthew Metropol
Name

I ______ Past
II XX Future

A. ______ Basic Learning and Communication Competence
B. ______ Personal Development and Social Awareness Competence
C. ______ Civic Competence
D. ______ Recreational Competence
E. X Vocational Competence

Competence Title: COMM RESOURCES (15 letters & spaces)

Statement of Competence:

Knows and can apply the procedures of gathering, using and expanding community resources at an intermediate level.

Strategy for Competence:

Enroll in SocW 126, Using and Expanding Community Resources, at Lakewood Community College. Attend lectures, participate in discussions and do assigned readings and projects. Utilize information on community resources and referrals to build resources and referral manual for use on the job. Manual to be shown to instructor.

Assessment of Competence:

Assessment technique(s) used: Instructor made tests; Product Assessment

Criteria:
1. How, when. and where to make referrals.
2. Resources available in the community.
3. Community organization process.
4. Development of new resources.
5. Development of resources and referral manual for use on job.
6. Complete the above course with a grade of "B" or better.
7.

Evaluators:

	Name	Title	Qualifications
1.	To be determined	Instructor - SocWork	Lakewood Comm. Coll. faculty
2.			
3.			

Draft Degree Plan

Competence # 13

Matthew Metropol
Name

I ____ Past
II XX Future

A. ____ Basic Learning and Communication Competence
B. ____ Personal Development and Social Awareness Competence
C. ____ Civic Competence
D. ____ Recreational Competence
E. X Vocational Competence

Competence Title: INTERN-COUNSEL (15 letters & spaces)

Statement of Competence:

Knows and can apply and evaluate the basic theories and techniques of general individual counseling.

Strategy for Competence:

Will attend training session given by Youth Resource Bureau. Will read materials and texts on theories and principles of counseling and will observe counselors at the YRB. Will consult with the counseling supervisor of YRB and will conduct counseling of individuals.

Assessment of Competence:

Assessment technique(s) used: Oral interview
Situational Observation

Criteria:
1. Demonstrate an understanding of the basic theories of counseling.
2. Show genuine empathy in response to client behavior.
3. Help client to rationally analyze problems.
4. Help client to come up with alternatives to their current behavior.
5. Able to apply counseling techniques to individual situation.
6.
7.

Evaluators:

	Name	Title	Qualifications
1.	J.P.	Youth Resource Bureau Director	Director; counselor for 9 yr
2.	To be determined	Counselor	Counselor at Lakewood Comm. Coll.
3.			

APPENDIX E

Guide to Life/Learning Experience Assessment Program (LEAP) at Delaware County Community College, Media, Pennsylvania

DELAWARE COUNTY COMMUNITY COLLEGE

Guide to Life/learning Experience Assessment Program

LEAP

CONTENTS

Philosophy and General Considerations

How the Life/learning Experience Assessment is Done

Instructions for Students

Chronological Record

Name: ______________________________

Address: ______________________________

____

Telephone:

Home ______________________________

Work ______________________________

The central principle that underlies the life learning experience assessment process is that what the student knows is more important than how he or she learned it. If a student can demonstrate that his or her knowledge and skills are reasonably comparable to what the college trained student knows, then equal credit will be awarded. It is unimportant whether the student's learning took place at an accredited college or elsewhere, whether the instructors held advanced degrees or no degrees at all, whether the matter was learned within the near past or the distant past, or how long it took to acquire some knowledge or skill. As long as the students can provide sufficient evidence that they possess college equivalent knowledge or skills, their achievements will be credited and recognized as applicable towards a degree program.

The term, "life experience," is a partial misnomer since credit is not given for simply any kind of adult life experience but only for those experiences that produce learning and skills comparable to the outcomes of courses or training at post-secondary levels. As a general principle, if colleges and universities generally award credits for the acquisition of certain kinds of knowledge and skills by standard course work, the comparable competence acquired in other ways will be credited through the life learning experience assessment process.

What is being attempted is the translation of certain adult learning experiences into the negotiable coin of the academic world; namely, hours of credit. There is obviously not a perfect match between those things that the academic world values and credits, and skills and qualities that produce some measure of success in non-academic careers. For example, a person might amass a considerable fortune, but possess few demonstrable skills comparable to those achieved in college level learning. The key point is that years of experience as such produce no credit until the student can demonstrate what college equivalent learning has resulted from these years of experience.

The evaluation of student competence is made by teaching faculty. We believe this is one of the strengths of the Program since the same professionals who regularly judge student performance and award credit in standard programs are exercising their professional competence and responsibility in assessing the learning and competence of students applying for credit equivalency. These same faculty members are asked to review the statement and documentation of a student seeking credit equivalency, to interview the student, and then to make a recommendation for an award of credit in those areas in which the faculty member has sufficient competence based on the competency objectives for a specific curriculum area.[11]

Instructions for Students
Suggestions for Preparing Portfolios

1. You are asked to prepare several kinds of materials. The chronological record is simply a "dates and places" list which helps orient the reader to the sequence of events in your life, beginning with the end of your high school attendance. It is normally one or two pages in length. It is most helpful if all information is typewritten when practical. Documentation such as job descriptions, letter of testimony, certificates, etc. will be necessary in order to support the student's learning experiences.

2. There are many ways to demonstrate your knowledge within a specific field. It is up to you to make the case that you have creditable knowledge or expertise. It is your experience and you know it best. Bear in mind that your portfolio will be reviewed by a person knowledgeable in the area you describe. A good question to ask yourself is: "If I were evaluating experiences similar to my own, what information would I want to have?"

3. The amount of detail that ought to be supplied varies with each kind of learning experience. If the experience that is being submitted for evaluation is standardized, such as transfer of credit from another college, CLEP, USAFI courses, or Advanced Placement , this will be recorded on the Transfer of Credit Form.

4. It is impossible to state in advance what an adequate amount of detail might be for every adult learning experience. There is inevitably a large amount of subjectivity in any process of student evaluation. What should be avoided is more clear. Vague, general statements are of little or no value in indicating your knowledge and competence.

5. After preparing your portfolio, you must examine the competencies in the area you are seeking credit. If you can establish that you have acquired that body of knowledge, then the faculty member making the evaluation has a more standardized and reliable measure of comparison. These competencies will be given to you after you complete the chronological record form.

6. Many kinds of in-service training commonly produce either a certificate of completion or some notation on the employees record of employment. In other cases no formal record exists, but your employer or training officer or some other official should be able to produce a statement on the organization's official letterhead attesting to your experience, such as period of employment, job title (and description, if available), specific training,

and the like. Additional remarks or statements that support your claim to a particular competence might also be included. Commendatory statements about your character or work habits are not needed since these produce no award of credit.

7. In some cases where no suitable documentation can be produced, the student may still receive an award of credit for the knowledge and skills acquired by providing a sufficiently detailed narrative to convince the faculty member making the evaluation to recommend an award of credit.

8. You are encouraged to report on all types of learning experiences. These may include work experiences, volunteer activities, avocational pursuits on a variety of unusual experiences. It is assumed that no particular sequence of activities is necessarily superior, and that many pursuits may lead to the development of creditable skills and areas of competence.

HOW THE LIFE/LEARNING EXPERIENCE ASSESSMENT IS DONE

1. Assessments of experience for credit are done only for students who have formally applied to Delaware County Community College and paid the $10.00 application fee.

2. The student who wishes an assessment to be done prepares a portfolio of his or her adult learning experiences that are to be evaluated.

3. The Administrative Specialist Non-Traditional Studies will assist the student in identifying those competencies in which he/she has had learning experience and help the student to decide which competencies and the number of credits he/she will seek by assessment. The ultimate decision however, as to how many credits a student will seek will be made by the student since this has financial implications as noted below.

4. Once the number of academic credits sought by the student is determined he/she will register for the instructional process Life Learning Experience Assessment. The number of credits of this instructional process in which the student will register will be pro-rated on a 1 to 4 basis, i.e. for every 4 or fraction of 4 academic credits sought the student will enroll in the process for 1 credit and pay the appropriate tuition and fees.

5. The faculty member(s) selected to perform the assessment will make the decision as to which technique of assessment or combination of techniques will be used including: Interviews, documentation, observation of performance, examination, etc.

6. After a faculty member has agreed to make the evaluation of a student's experiences in a specific field, the student's portfolio is given to that faculty member, and the student is so notified and advised to arrange an interview. The basic purpose of the interview is to allow the faculty member making the evaluation the opportunity to verify in an appropriate manner the information in the portfolio and to secure additional information from the student or other sources about the experiences described in the portfolio.

7. The faculty member making the evaluation may seek additional information about the student's knowledge and abilities through the Administrative Specialist, or directly from the student, or from persons knowledgeable about the student's achievements.

8. After the faculty member has completed the evaluation, he or she makes a recommendation for an award of credit on the form "Petition for Credit by Assessment," to the Dean of Community Education.

9. After the Dean's approval has been given, the Records Office is officially notified of the award of credit, and this award is entered into the student's permanent record.

10. For a variety of reasons no timetable for completing student evaluations can be set down in advance. In some cases individual evaluations may require as much as six months to complete because a student's experiences fall into several different disciplines, or because records are difficult to obtain.

DELAWARE COUNTY COMMUNITY COLLEGE

Life/learning Experience Assessment Program

SAMPLE

Chronological Record

Date ______________________ Name ______________________

Please give a chronological summary of your life from high school to present. You should include work, study, community activities, and organizations, short courses and training programs, marriage, birth of children. In short, important events from which you have learned as you have come to where you are today. This is a "dates and events" list.

Girl's High Philadelphia, Pa.	1950	College Prep
John Hancock Insurance Co. Philadelphia, Pa.	1951-1954	Actuarial School
Temple University	1959-1961	Business Law, Business Practice Human Relations
	1965-1967	Accounting I and II
CLEP	1969	English Comp. Humanities Math Natural Science Social Science-History
Youth Service Board	1969-1975	Workshops in Counseling, Psych, and Human Relations and related seminars approx. 200 hours.

Use additional sheets as necessary.

DELAWARE COUNTY COMMUNITY COLLEGE

Life/learning Experience Assessment Program

Chronological Record

Date ____________________ Name ____________________

Please give a chronological summary of your life from high school to present. You should include work, study, community activities, and organizations, short courses and training programs, marriage, birth of children. In short, important events from which you have learned as you have come to where you are today. This is a "dates and events" list.

Use additional sheets as necessary.

APPENDIX F

Traditional and Narrative Transcript at
Lakewood Community College
White Bear Lake, Minnesota

[illegible]
HITE BEAR LAKE MN
55110

RES 6
BIRTHDATE 01/23/40
SOC SEC NO 333-44-5555

White Bear Lake, Minnesota 55110
PERMANENT RECORD 345

Dept.	No.	Title	Cr. Hrs.	Grade	Hr. Pts.

PREVIOUS COLLEGE/APPROVED ED. EXPERIENCES
1. HAMLINE UNIV/3 cr 2. 916 AVTI/3 cr
3. MILITARY TRAIN/2 cr CLEP - NAT SCI/4.5 cr
ACCEPTED QTR. HRS. 3+9 HP 9 GPA 3.000

METROPOL MATTHEW M FALL 1973

PSY	121	GEN PSYCH I	3	B	9

	CR ATT	EARNED	GP	GPA
QUARTER	3	3	9	3.000
CUM HERE	3	3	9	3.000

METROPOL MATTHEW M WINTER 1974

PSY	122	GEN PSYCH II	3	A	12

	CR ATT	EARNED	GP	GPA
QUARTER	3	3	12	4.000
CUM HERE	6	6	21	3.500

METROPOL MATTHEW M FALL 1974

SOCW	121	INTR-SOC WELFAR	3	A	12

	CR ATT	EARNED	GP	GPA
QUARTER	3	3	12	4.000
CUM HERE	9	9	33	3.666

METROPOL MATTHEW M WINTER 1975

PSY	142	ADOLSCNT DEVEL	3	B	9
SOCW	123	HELPING PROCESS	3	C	6

	CR ATT	EARNED	GP	GPA
QUARTER	6	6	15	2.500
CUM HERE	15	15	48	3.200

METROPOL MATTHEW M SUM SES I 1975

CBE	116	INDIV EDUC PLAN	6	P*	

	CR ATT	EARNED	GP	GPA
QUARTER		6		
CUM HERE	15	21	48	3.200
TOT CLG CUM	18	33	57	3.166

METROPOL MATTHEW M SUMMER 1975

CBE	100	INTERVIEWING	5	P*	
CBE	100	CHEM DEPENDENCY	5	P*	
CBE	100	ORGANIZE VOLUN	5	P*	
CBE	100	LAPIDARY	5	P*	
CBE	100	FLYING	5	P*	
CBE	100	CASE RECORDING	5	P*	
CBE	100	INSTRUCT-MILIT	5	P*	

	CR ATT	EARNED	GP	GPA
QUARTER				
CUM HERE	15	21	48	3.200
TOT CLG CUM	18	68	57	3.166

METROPOL MATTHEW M FALL 1975

CBE	190	ALA-TEENS	5	P*	
SOCW	125	TECH WRKNG GRPS	3	B	9
CBE	190	TECH WRKNG GRPS	2	P*	

	GR ATT	EARNED	GP	GPA
QUARTER	3	10	9	3.000
CUM HERE	18	31	57	3.166
TOT CLG CUM	21	78	63	3.000

METROPOL MATTHEW M WINTER 1976

CBE	100	SKI-TOURING	5	P*	
CBE	200	INTERN-COUNSEL	5	P*	
SOCW	126	USE COM RESORCE	3	A	12
CBE	190	USE COM RESORCE	2	P*	

	CR ATT	EARNED	GP	GPA
QUARTER	3	10	12	4.000
CUM HERE	21	41	69	3.285
TOT CLG CUM	24	93	75	3.125

* is a competence demonstrated by the student and verified by the college. See narrative transcript for description of competence.
CBE = Competency-Based Education.
CBE 116 = Individualized Educational Planning Course.
CBE 100 = Verified competence achieved prior to admission or acquired off-campus.
CBE 190 = Independent study in topic listed.
CBE 200 = Internship in topic listed.

ASSOCIATE DEGREE ______________ DATE 6-15-
ENDORSEMENT IN ______________
____
CERTIFICATE EQUIVALENCY CERTIFICATE

CBE 116 INDIV EDUC PLAN Personal Development and Social Awareness Competence
COMPETENCE: Knows, can apply and evaluate the basic educational concepts of competence-based, community-based, student-designed higher education.
COMPONENTS: Acceptable Draft Degree Plan composed of competence objectives, learning strategies and assessment techniques which indicates that I am competent to assume responsibility for and authority over the planning of my education.
VERIFIED: Lakewood Community College, 7-27-75.

CBE 100 INTERVIEWING Basic Learning and Communication Competence
COMPETENCE: Knows and can apply the principles required for interviewing clients applying for assistance in a public welfare agency.
COMPONENTS: 1) ability to put the client at ease, 2) ability to obtain the information needed, 3) ability to explain the program to a client in terms that he can understand, 4) ability to answer any questions the client has, 5) ability to assess the client's situation for other services, 6) ability to advise the client of these services and his rights as a consumer of welfare services, 7) ability to deal with the client in a tactful and non-judgemental manner, 8) ability to bring the interview to a close.
VERIFIED: Metropolitan Assessment Service, 8-9-75.

CBE 100 CHEM DEPENDENCY Personal Development and Social Awareness Competence
COMPETENCE: Knows the basic causes and treatments of chemical dependency.
COMPONENTS: 1) knows and can apply the lifeline of the chemical dependent person, 2) understands the basic concepts of treatment and reasoning behind the treatments, 3) knows the treatment centers and methods used to acquaint the chemical dependent person with the treatment centers, 4) understand the role of the halfway house in chemical dependency.
VERIFIED: Metropolitan Assessment Service, 8-11-75.

CBE 100 ORGANIZE VOLUN Civic Competence
COMPETENCE: Knows, can apply and evaluate the principles of organizing volunteer workers in a community emergency.
COMPONENTS: 1) ability to work under stress for long periods of time, 2) ability to make judgements in an emergency situation, 3) ability to devise a system for keeping files on volunteers, 4) ability to communicate effectively by telephone during emergencies, 5) ability to work with others in an emergency situation, 6) ability to evaluate the results of the activity.
VERIFIED: Metropolitan Assessment Service, 8-11-75.

CBE 100 LAPIDARY Recreational Competence
COMPETENCE: Knows and can apply the basic principles and techniques necessary for basic lapidary work.
COMPONENTS: 1) knowledge of equipment usage, 2) selection of cut to obtain best results, 3) slabbing method used to obtain uniform thickness, 4) scribing method used to obtain best features of stone, 5) trim saw method used in cutting blank, 6) grinding and polishing methods used to achieve hi-grade polish, 7) maintaining of tolerances of the finished product.
VERIFIED: Metropolitan Assessment Service, 8-13-75.

Grade

CBE 100 FLYING Recreational Competence

COMPETENCE: Knows and can apply the theories of flight well enough to be a private pilot (intermediate level).

COMPONENTS: 1) pre-flight, 2) run-up, 3) radio operation, 4) flight patterns, 5) take-offs and landings, 6) basic manuevers, 7) emergency procedures.

VERIFIED: Metropolitan Assessment Service, 8-17-75.

CBE 100 CASE RECORDING Vocational Competence

COMPETENCE: Knows and can apply the principles of client case file record keeping in a public welfare agency.

COMPONENTS: 1) ability to decide what information should be recorded, 2) ability to compose clear and concise narration, 3) ability to make distinction between fact, statments made by the client, my impressions and deductions, 4) ability to be objective and accurate in the recording of information, 5) ability to keep case records up to date, 6) ability to compose clear and concise business correspondence.

VERIFIED: Metropolitan Assessment Service, 8-21-75.

CBE 100 INSTRUCT-MILIT Vocational Competence

COMPETENCE: Knows and can apply at an advanced level, the principles and technique necessary as an Instructor in Naval Administration and Naval Office Procedures.

COMPONENTS: 1) thorough knowledge of subject matter, 2) ability to convey concepts in a clear and concise manner, 3) ability to gain and hold class attention, 4) thoroughness of research into subject matters being presented, 5) high advancement rate of those administrative personnel being tested (80%).

VERIFIED: Metropolitan Assessment Service, 8-21-75.

CBE 190 ALA-TEENS Personal Development and Social Awareness Competence

COMPETENCE: Knows, can apply and evaluate the principles of the ALa-Teen Program of the Alcoholics Anonymous Organization.

COMPONENTS: 1) knowledge of the AA Program, 2) knowledge of adolescent behavior, 3) ability to communicate in a group setting with adolescents, 4) ability to help them understand and apply the principles of the Ala-Teens Program.

VERIFIED: Lakewood Community College, 12-21-75.

CBE 190 GROUPS Vocational Competence

COMPETENCE: Knows and can apply the basic principles and techniques of working with groups.

COMPONENTS: 1) understanding and application of the basic models of groups and group development, 2) knowledge and application of the stages of group development, 3) understanding the purposes of groups, 4) proper use of basic techniques of group counseling, 5) paper written on the group dynamics of an Ala-Teen Group, 6) Complete SocW 125 with a grade of B or better.

VERIFIED: Lakewood Community College, 12-21-75.

DATE

CERTIFICATE

CBE 100 SKI TOURING

Recreational Competence

COMPETENCE: Knows and can apply the basic techniques of ski touring.

COMPONENTS: 1) knows how to analyze the ski conditions and the proper type of wax to use for each, 2) knows the basic stroking and poling techniques for cross-country, uphill and downhill skiing, 3) knows how to properly maintain equipment, including waxing techniques, wax removal, pine tarring, and storage of equipment.

VERIFIED: Lakewood Community College, 3-29-76.

CBE 200 INTERN-COUNSEL

Vocational Competence

COMPETENCE: Knows and can apply and evaluate the basic theories and techniques of general individual counseling.

COMPONENTS: 1) demonstrate an understanding of the basic theories of counseling, 2) show genuine empathy in response to client behavior, 3) help client to rationally analyze problems, 4) help client to come up with alternatives to their current behavior, 5) able to apply counseling techniques to individual situation.

VERIFIED: Lakewood Community College, 3-29-76.

CBE 190 COMM RESOURCES

Vocational Competence

COMPETENCE: Knows and can apply the procedures of gathering, using and expanding community resources at an intermediate level.

COMPONENTS: 1) how, when, and where to make referrals, 2) resources available in the community, 3) community organization process, 4) development of new resources 5) development of resources and referral manual for use on job, 6) complete the SOCW 126 with a grade of "B" or better.

VERIFIED: Lakewood Community College, 3-29-76.

APPENDIX G

Abstracts of Practica on Experiential Learning Assessment

ABSTRACT

TITLE: The Non-Traditional Student Seeking Assessment of Experiential Learning--Who and Why?

AUTHOR: Eugene J. Kray, Dean of Community Education, Delaware County Community College, Media, Pennsylvania

This study is concerned with the identification of the characteristics of non-traditional students seeking assessment of experiential learning and the motivating factors influencing their decision to enter such a program. With the identification of these characteristics and motivating factors, colleges and universities in general, and Delaware County Community College in particular, will be better able to develop educational strategies and systems to meet unmet needs as well as marketing strategies to reach those prospective "new" students not now being served.

Objectives

1. To identify and report those characteristics of the non-traditional student seeking assessment of experiential learning in post-secondary institutions nationally, as well as at Delaware County Community College.

2. To identify and report those motivating factors influencing the decision of the non-traditional student to seek assessment of experiential learning in post-secondary institutions nationally, as well as at Delaware County Community College.

3. To identify and report those educational delivery systems most often used by colleges following the assessment of experiential learning.

In order to achieve these objectives, a questionnaire was distributed to 186 CAEL institutions of higher education nationally. This questionnaire asked for responses from the directors of experiential learning programs requesting appropriate information on students in their program from January 1, 1975 to December 31, 1975. A similar questionnaire was developed and distributed to 305 students who have applied to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College for that same period of time.

A summary of the findings is as follows:

1. There was a 6 year difference in the mean age of the two groups with the DCCC sample being 39 and the national sample, 33.

2. There was a 6 year difference in the mean number of years since formal education with the DCCC sample being 13 and the national sample, 7.

3. The mean income level of the DCCC sample was $16,0[illegible]4 with the national sample being $10,383.

4. The number of males and females in each group was reasonably comparable with the DCCC group showing 59% males and 41% females, and the national sample reporting 56% males and 44% females.

5. The major disparity in the marital status of the two groups was in the "separated" category with the DCCC sample reporting 30% and the national sample, 4%.

6. The DCCC sample indicated that only 39% had any formal education beyond high school whereas the national sample reported 69% having had some formal education at the post-secondary level.

7. The employment status of the DCCC sample showed a total of 52% in the "professional" and "skilled labor" categories whereas the national sample depicted 26% for the same two categories.

8. The DCCC sample indicated that "self-satisfaction" (36%) was the single most important factor motivating students to seek the assessment of experiential learning whereas the national sample showed "upward mobility in present position" (35%) as the major factor.

9. The majority of institutions, 33 (87%), reported using a multiplicity of delivery systems following the assessment of experiential learning.

10. Business-oriented curricula were predominant in both samples.

11. Of the 44 post-secondary institutions in the national sample, 16 (36%) were public 4 year, 19 (43%) private 4 year and 9 (21%) public 2 year with no private 2 year institutions.

12. The mean average award of credits of the national sample was 20 credits, however, 16 of the 40 institutions (40%) indicated that they awarded 10 credits or less.

ABSTRACT

TITLE: An Evaluation of A Faculty Orientation Package to the Life/learning Experience Assessment Program at Delaware County Community College

AUTHOR: Eugene J. Kray, Dean of Community Education,
Delaware County Community College, Media, Pennsylvania

This study was conducted to evaluate a self-instructional orientation package to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College.

Although this is a relatively new concept, a cadre of faculty at DCCC have been involved in the development of the program as well as assessing experiential learning for 18 months. These faculty were oriented through a series of workshop sessions, either in groups of two or three, or individually. These orientation sessions were several hours each and time consuming, not only for the Dean of Community Education, but the faculty as well, and there was also some question as to the effectiveness of this process.

It was decided that the methodology which would be most efficient and effective was a self-instructional package which would include a rationale, objectives, pre-assessment, post-assessment, learning activities, and provision for revision of the package itself.

After developing these materials, the post-assessment was administered to those nine faculty who were "traditionally oriented" without benefit of the total instructional package. The instructional package containing all of the previously mentioned materials was then given to nine new faculty who will soon be involved in the assessment of experiential learning process. Although the sample was too small to employ any statistical technique, it is of interest to note that the faculty who were traditionally oriented had a mean score of 69.9, whereas those faculty using the instructional package had a mean score of 88.3.

An item analysis was used on the post-assessment and revisions were made in the learning activities as well as the post-assessment. In addition, appropriate recommendations of the faculty for improving the instructional package were included in a revision.

ABSTRACT

TITLE: Faculty Attitudes Toward Assessment of Experiential Learning.

AUTHOR: Eugene J. Kray, Dean of Instruction--Continuing Education and Non-Traditional Studies, Delaware County Community College

This study was conducted to determine if there is a significant difference toward theories of learning between faculty who assess experiential learning and those who do not.

A questionnaire was prepared utilizing five statements from the behaviorist position and five statements from the cognitive constructionist position requesting faculty to respond using a six point modified Likert scale ranging from "strong support" to "strong opposition". Weighting factors were applied in order to determine a raw score for each of these responses. The data was then grouped into the two categories, i. e. those faculty who assess experiential learning and those who do not.

The 595 questionnaires were distributed to faculty of 54 two and four year institutions representing colleges and universities with traditional programs as well as those with well defined programs established to assess experiential learning. Out of the 201 (34%) responses returned prior to the cut-off date, 114 faculty were involved in the assessment of experiential learning, 68 were not, and 19 were unusable.

A t-test was applied to the sample means which indicated a significant difference between the two groups of faculty at the .05 level of significance and at the .001 level. By inspection, it was also determined that the faculty who assess experiential learning tended to take the cognitive constructionist position and those who do not, the behaviorist position. Both groups represented a cross section of academic disciplines.

It was recommended that another study be conducted with a pre-test, post-test structure to determine if the faculty who were selected to assess experiential learning were selected on the basis of their cognitive constructionist school of thought, or were they in fact behaviorists, or some other school of learning theory, and did the interaction with students alter their attitudes toward theories of learning.

ABSTRACT

TITLE: Policies, Procedures and Politics Effecting Experiential Learning

AUTHORS: Eugene J. Kray, Dean of Instruction--Continuing Education and Non-Traditional Studies, Delaware County Community College, Media, Pennsylvania.

Bruce T. Wyman, Professor of Behavioral Sciences, Delaware County Community College, Media, Pennsylvania.

Assessment of Experiential Learning is a relatively new concept in higher education. This study was designed to gather information from institutions already embarked in this area to discover some of the problems encountered and to make recommendations to institutions contemplating developing such a program relative to resistances and difficulties to expect and strategies to meet such. In most cases, significant policy revisions are required and change is always fraught with potential problems.

Building on an earlier study done by one of the authors wherein eighty-six schools from the CAEL membership lists had responded, the authors sent out a preliminary survey to these same schools. After some early screening, thirty final and detailed questionnaires were distributed. Fifteen were returned. From these fifteen, depicted are six mini-case studies which approached or met the following criteria: the institutions have had an assessment of experiential learning system for at least two years, they must be currently involved with at least one hundred students per year and must have had to make policy revisions in order to implement the assessment process. Four of the six chosen schools met these requirements fully: New College of California, Northeastern Illinois University, Sterling College and Webster College. The College of Saint Rose was included although it only currently has ninety students enrolled in this program and State Technical Institute of Memphis was included even though it has only been in existence one year as it already has twelve hundred students enrolled in this program.

Using these six mini-case studies plus applicable data gleaned from six other respondees who did not approach the requisite criteria, the policies, procedures and politics are then summarized in terms of Faculty Related, Business Office, Registrar, Admissions, Accrediting and Transfer, Publicity and Obtaining a Program Director Problems. Recommendations are made to meet each of these areas of difficulties, resistances to the

concept and difficulties in implementation are delineated and dealt with. Involvement and articulation of all parties from the earliest possible time on, plus a participatory governance structure to shape and develop the policy revisions seem to be keys to early acceptance and successful development of a system for assessing experiential learning.

ABSTRACT

TITLE: The Structure and Financing of a Program to Assess Experiential Learning

AUTHOR: Eugene J. Kray, Dean of Instruction--Continuing Education and Non-Traditional Studies, Delaware County Community College, Media, Pennsylvania.

This study was conducted to determine if there was a predominant structure for the administration of a program to assess experiential learning. Another purpose was to consider various financing procedures for this concept with the hope of developing a financial model.

One hundred fifty questionnaires were distributed to institutional representatives of the Cooperative Assessment of Experiential Learning (CAEL), Princeton, N.J., asking for information on structure, current practices and finance. Out of one hundred three responses received, eighty had indicated that they were awarding or planned to award experiential learning credit; twenty indicated no and three indicated yes, but had insufficient data. These eighty institutions represented a good cross section of higher education geographically and in type.

From the data analyzed in the study, it was concluded that the process of awarding experiential learning credit is housed most often in the office of the Dean of Instruction with the faculty making most of the evaluating decisions based on documentation, interviews, letters of testimony, job descriptions and examinations.

The criteria against which to measure a person's experiential learning were competencies, courses and general background of individuals in a wide range of curricula. Forty-two percent of responding institutions indicated a range of curricula for which experiential learning credit could not be awarded with faculty and administrative reluctance being the major reasons. The maximum credits that could be awardedshowed no specific pattern and ranged from 3 to no limit.

Most institutions neither received state nor local funds for this process and forty-six percent charged no fees to students. Of these institutions charging fees, most felt that they were equitable and cost effective. Fifty-eight

APPENDIX H

Evaluation Form

PHASE III EVALUATION FORM

Instructions: After reviewing the "Sourcebook," please answer all of the following questions as clearly and concisely as possible. Please feel free to criticize and disagree with the content, organization or emphasis of this paper. Since it is hoped that this will be a working document, your opinion will have considerable influence on future editions of the "Sourcebook."

1. Are there any additional chapters that might be needed to make the "Sourcebook" more useful?
   _____ Yes _____ No. If yes, what would be your recommendations?

2. Is each chapter organized adequately so that questions of major importance are placed first?
   _____ Yes _____ No. If no, what would be your recommendations?

3. What are the major strengths of the "Sourcebook?"

4. What are the major weaknesses of the "Sourcebook" in general?

5. What specific sections within chapters concern you the most?

6. What suggestions would you have for improving either the organization or content of the "Sourcebook?"

(over)

7. Could you make some specific comments on how the "Sourcebook" was used by you and/or your colleagues at your institution?

8. Could you also evaluate and comment on the effectiveness of the "Sourcebook" in meeting your needs? _____Excellent _____ Good _____ Fair _____ Poor.
Comments:

9. Type of Postsecondary Institution:

_____Public 2 Year _____Private 2 Year
_____Public 4 Year _____Private 4 Year
_____Other (describe):

10. Enrollment:

_____Full Time _____Part Time

11. Are you planning to develop an experiential learning assessment program?
_____ Yes _____ No. If yes, was the "Sourcebook" useful in planning your program? _____ Yes _____ No. If no, what are your major criticisms?

12. Your Name, Title and Institution (Optional)

Name ______________________________

Title ______________________________

Institution ______________________________